



## Appomattox Court House National Historical Park Long-Range Interpretive Plan



**Appomattox Court House National Historical Park**  
*Long-Range Interpretive Plan*

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# Table of Contents

## Introduction

Planning Background .....	4-5
Park Creation .....	6-10

## Planning Foundation

Park Purpose & Significance .....	11
Interpretive Themes .....	12-13
Audience Experience Goals .....	14-15

## Existing Conditions

The Park in 2010 .....	16
Current Audiences .....	17-21
Interpretive Facilities .....	22-25
Interpretive Media .....	26-27
Personal Services .....	27-32
Issues & Initiatives .....	33-34

## Actions

Organization .....	36
Spaces & Themes .....	37-47
Beyond the Core .....	48-50
Outreach .....	51
Use of Technology .....	55
150th .....	56-60
Research, Collections & Library Needs .....	61
Staffing & Training Needs .....	62
Implementation Charts .....	63-72

## Appendices

Appendix 1: Tangibles & Intangibles ...	73
Appendix 2: Centennial Goals .....	74-75
Appendix 3: Holding the High Ground .....	76-77
Appendix 4: 2015 Time line .....	78
Appendix 5: Participants .....	79-80



## Planning Background

Appomattox Court House National Historical Park encompasses approximately 1,800 acres of rolling hills in rural, central Virginia. The site includes the McLean House (surrender site) and the village of Appomattox Court House, Virginia, the former county seat for Appomattox County. There are 27 original and reconstructed 19th-century structures on the site. The park preserves the old country lanes where Robert E. Lee, Commanding General of the Army of Northern Virginia, surrendered his men to Ulysses Grant, General-in-Chief of all United States forces, on April 9, 1865, the historic setting for events signaling the end of the Southern states' attempt to create a separate nation, and the birth of a modern, reunited United States. The visitor center is in the reconstructed courthouse building on VA Highway 24, two miles northeast of the town of Appomattox, VA. This facility and most of the historic structures are not fully accessible.

Each year about 60,000 people use the visitor center and view park exhibits. About two-thirds of those who use the visitor center also watch one of two, 15-minute audiovisual programs offered in a 70-seat theater (also not accessible).

Visiting the park is largely a self-guiding experience. Living history programs are offered every day during the summer months, and occasionally on weekends in the spring and fall. Ranger-led programs are offered throughout the year. The park provides guided tours for groups by appointment, offers a curriculum-based education program for 4th and 5th grades that meets the Virginia Standards of Learning, and co-sponsors an annual symposium with Longwood University.

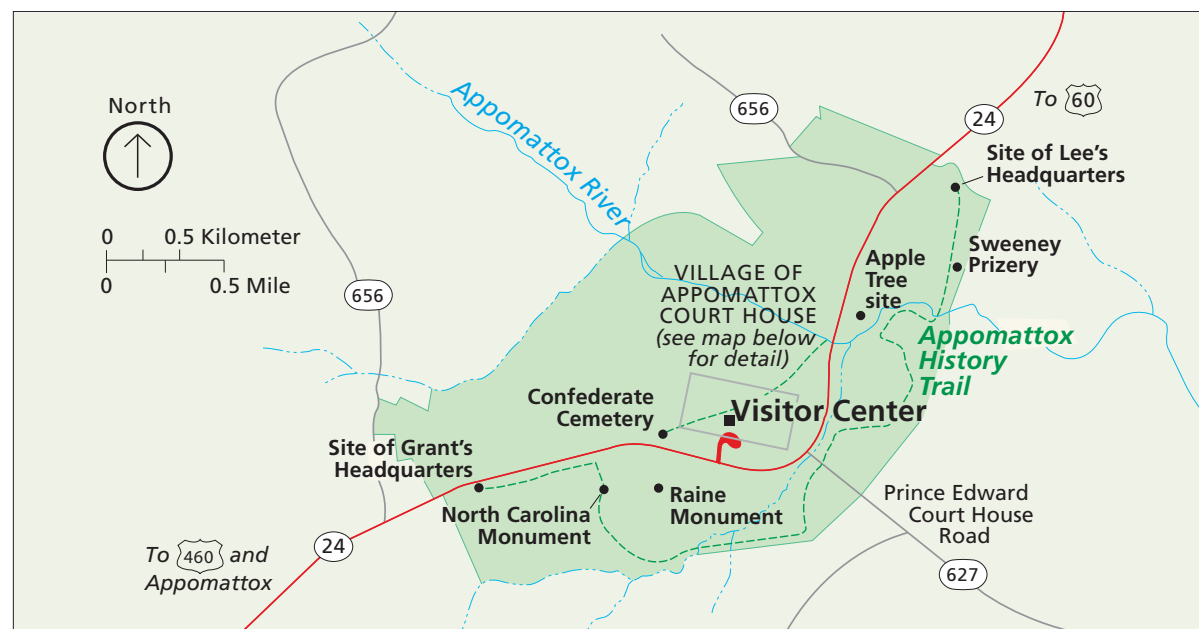
The park's General Management Plan (GMP) is now in the final stages of review and approval. The preferred alternative calls for reconstruction of the Clover Hill Tavern stable where a new bookstore would be housed adjacent to universally accessible restrooms.

The Civil War Preservation Trust has completed a land acquisition/preservation project of 46 acres including lands associated with the Battle of Appomattox Station. The administrative future of this land is currently unknown, but its preservation may serve as an added resource that visitors may be able to explore in the future.

### *Long-Range Interpretive Plan*

This planning project will produce a Long-Range Interpretive Plan (LRIP) including foundational elements (e.g., purpose, significance, interpretive themes, audience experience goals) and recommendations for personal and non-personal services throughout the park and for partnerships that support the delivery of the interpretive, education, and visitor services program. It also will provide guidance for commemorating the 150th anniversary of the Appomattox Campaign, surrender, and onset of Reconstruction.

In addition, this LRIP will, as one of the first post-GMP planning documents, advance the GMP's preferred alternative and design an interpretive program based on the interpretive themes contained in the final GMP. It will address several issues (see "Issues" below) identified in the project's scope of work and refined by discussions with park staff during a scoping trip on November 17 and 18, 2009.



Current map of Appomattox Court House National Historical Park

## Park Creation

### *History of Park Creation and Planning*

Post-Reconstruction Commemoration and Park Establishment (1889–1933)  
Soon after the war, the village began to attract tourists curious about the site of the surrender. In 1890, a group of Union veterans, organized as the Appomattox Improvement Company, purchased 1,400 acres of land in and around the village. Their purpose was to create a National Campground for veteran reunions and other military uses. The group attempted to convince Congress to build a monument and roads to special points of interest, and proposed plans to build a hotel and park and sell off lots to Union veterans. The plan was never realized because the McLean House could not be purchased.

In 1891, a separate group formed to buy and dismantle the McLean House. After abandoning the original idea of exhibiting the house at the 1893 World's Columbian Exposition in Chicago, this group proposed moving the house to Washington, D.C. Bankruptcy intervened and the dismantled house

was stored onsite. Over the next 50 years, the materials succumbed to rot, weather, vegetation, and souvenir collectors.

The effort to create congressional recognition of Appomattox continued. In 1893, ten cast iron tablets describing the events of April 9, 1865, and their connection to local features, were installed. This was followed in 1905 by the construction of the North Carolina Monument to mark the place where the North Carolina Brigade of Brig. Gen. William R. Cox fired the last volley before the surrender. The monument and two outlying markers were the first and only state markers erected on the Appomattox battlefield.

Between 1905 and 1926, the village declined, homes were abandoned, the McLean House and courthouse sites became overgrown, and nearby farmland fell fallow. In 1926, Congress passed the Act for the Study and Investigation of Battlefields, charging the Army War College with the task of identifying all the sites of battles on American soil. Appomattox Court House was to be recognized as a national monument,

rather than a national military park, due to the size of the engagement and number of casualties.

### *Creation of a National Monument*

An Act of June 18, 1930, (46 Stat. 777) implemented the study's recommendation and authorized the War Department to acquire one acre of land at the site of the old courthouse, fence the area, and erect a monument. The act contained the following language: “. . . to acquire at the scene of the said surrender approximately one acre of land . . . for the purpose of commemorating the termination of the War Between the States . . . and for the further purpose of honoring those who engaged in this tremendous conflict.” This is considered the park's enabling legislation.

In 1931, Congress authorized \$2,500 to design, plan, and estimate costs for the monument (46 Stat. 1277). The War Department appointed a five-man Commission of Fine Arts to administer a national competition for the monument's design. Some factions of the

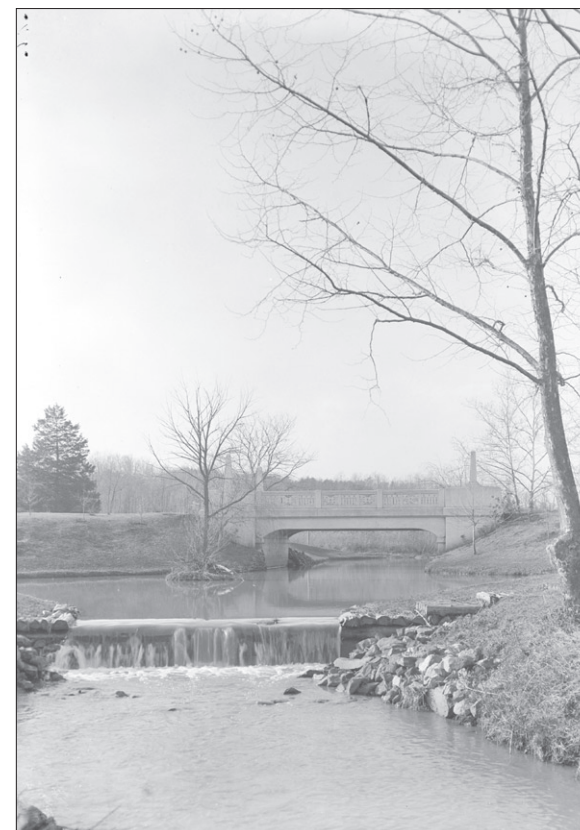
national office of the United Daughters of the Confederacy considered any memorial at Appomattox an attempt “to celebrate on our soil the victory of General Grant and his Army.” In 1932, wishing to avoid further inflaming emotions, the commission stated its preference for “the idea of recreating the historic scene of the surrender” rather than a memorial sculpture. This idea of “recreating the historic scene” would be a major shift in interpreting historic sites.

### ***Pre-World War II Park Development and the Civilian Conservation Corps (1933–1942)***

In 1933, oversight of the memorial became the province of the Department of the Interior. The National Park Service, in agreement with the Fine Arts Commission, recommended that the authorized funds be devoted to the restoration of the most important buildings—those that stood at the time of the surrender. The recommendation reflected a growing consensus among NPS historians that the most appropriate memorialization for battlefields was preservation of the landscape. Locally, there was opposition to the idea of erecting a monument and one

organization (the Lynchburg Group) advocated “the entire restoration of the McLean House and the courthouse group of buildings which stood there in April 1865” and expressed interest in “securing the entire battlefield area on which the last stand of the two armies was made.”

Congress amended the 1930 legislation on August 13, 1935, (49 Stat. 613) to authorize the acquisition of land, structures, and property within one and a half miles of the courthouse site for the purpose of creating a public monument. In preparation for the construction of the monument, the Virginia State Highway Department regraded and resurfaced Highway 24, which roughly followed the course of the old Richmond-Lynchburg Stage Road, and built a bridge over the Appomattox River. Called the Memorial Bridge, it was comparable to other bridges built by the federal government at entrances or gateways into Civil War battlefields. The NPS acquired additional land under the Resettlement Act and approximately 970 acres from the Department of Agriculture via a 1939 Executive Order (#8057, 3 CFR 460).



The Memorial Bridge

A 1940 Secretarial Order (5 CFR 1520) designated the Appomattox Court House National Historical Monument, creating the park. A development plan centered on the idea of a restored village and set the priorities for site work: demolishing unwanted buildings, clearing underbrush, constructing roads and trails, and providing utilities as well as a utility area. The reconstruction of the McLean House was a top priority. The plan recommended rerouting Route 24 from around the courthouse to north of the village.

The introduction of the Civilian Conservation Corps (CCC) as a labor force laid the groundwork for development of the park. Some parts of the road realignment, clearing of the monument grounds, archaeological excavations, and stabilization of historic structures were undertaken in 1940-41 by Company 1351, composed of approximately 190 African Americans from Yorktown, Virginia.

### ***Restoration Efforts and National Historical Park Designation (1942–1954)***

During this period, NPS officials debated the role of restoration and reconstruction. There were concerns about the historical accuracy of planned reconstruction of the village. Some thought that, with the exception of the McLean House, Appomattox Court House was not historically important enough to warrant restoration. They argued that the house should be the sole focus of commemorative efforts and that, by evoking nostalgic memories of 19th-century rural life, re-creation of the village would detract from the importance of the McLean House. However, opposition eventually faded and work to reconstruct the McLean House and other features began. From 1949 to 1968, the NPS restored or reconstructed 14 buildings in total. One early decision in developing an approach to work at Appomattox Court

House was to be as true to the original landscape as possible. This included using archeology and other reliable documentation to reconstruct the buildings, using authentic materials as far as financially feasible, and recreating views, vistas, and circulation and vegetation patterns that were known to have existed at the time of the Civil War. Historians, archeologists, and architects worked together to determine accurate information for building reconstruction. Legislation in 1953 (67 Stat. 181) authorized a land exchange through which the NPS transferred 98.6 acres for 76 acres along the Richmond-Lynchburg Stage Road of greater historic value and closer to the village. The designation of the site was changed to Appomattox Court House National Historical Park through legislation adopted in 1954 (68 Stat. 54). Restoration of the Peers House, the Clover Hill Tavern and its guesthouse and kitchen were finished and the slave quarters reconstructed in 1954. The bypass road south of the village opened in 1954 and automobile traffic was excluded from the village in 1956.



### ***Mission 66 Developments and Additional Reconstruction Efforts (1954–1966)***

Major physical improvements were funded by Mission 66, the 10-year NPS program (1956–66) intended to upgrade park facilities. The reconstruction of the courthouse was among the most important projects at Appomattox. The 1940s development plan had recommended its reconstruction as the park’s visitor center and headquarters, which was also favored by local residents. Although the typical visitor center constructed during the period was a modern building, park service officials met with local citizens in 1961 and gave them the choice between a modern visitor center and a reconstructed courthouse. The local choice was reconstruction.

Under the Mission 66 program, the parking area between Route 24 and the village as well as roadside pull-offs and parking at historic sites were developed,

and improvements made to the village’s roads. The program funded interpretive signs, markers, maps, and exhibits, and the Mission 66 prospectus outlined not only the restoration and operational program at the park, but interpretation as well. The focus was on the McLean House, as had been the case since the 1890s. Elsewhere, the emphasis was mainly on exterior restoration. The restored and reconstructed buildings would “provide only the outline and setting for the drama of Appomattox.” The landscape in 1965 reflected the NPS understanding of the site during the Civil War. NPS land acquisitions had included property significant to important events of the Civil War and scenic easements that maintained historic viewsheds. The establishment and maintenance of views through vegetation management was also of primary concern.

### ***Planning and Legislation, 1970–1992***

The NPS continued to acquire land associated with the battle and surrender. New boundaries were authorized in 1976 (90 Stat.2732). The 1977 General Management Plan addressed the expanded boundary and the need to manage the park relative to potential surrounding development. Land acquisition was proposed to increase visitor capacity while providing site protection for the historic village, preventing visual intrusions to the historic scene, and protecting important resources within the proposed boundary. The area of acquisition was within sight of the historic village and contained the final battle site of the two armies.

In 1992, new boundaries incorporating the area of proposed land acquisition were adopted and acquisition authorized by donation (106 Stat. 3565). The military significance of the park was considerably strengthened through this boundary expansion, which included the Burruss Timber and Conservation Fund tracts (acquired in 1992 and 1993, respectively). Congressional testimony speaks to the importance of retaining the lands because of the military actions of the Appomattox Campaign, specifically those engagements that took place prior to the surrender. The boundary expansion also included a non-contiguous parcel three miles north of the park boundary containing the remains of the New Hope Church breastworks.

### ***General Management Plan, 2010***

In the preferred alternative contained in the General Management Plan that is in the final stages of approval, the park is the focal point of a region featuring the events of the Appomattox Campaign, the surrender, and the termination of the Civil War. The wide range of sites within the park provides an on-site, firsthand experience with the story of the surrender and events that preceded it. Restoration, rehabilitation, and reconstruction will be used selectively to enhance visitor understanding of those events. Visitors will be introduced to the related events that took place through the end of April 1865 as news of the surrender spread. The broader

story told at the park concludes with the beginning of peace, the early days of Reconstruction, and national reunification.

A regional partnership with owners and managers of Appomattox Campaign sites will develop proactive relationships to protect and interpret related sites.

## Purpose & Significance

### Statement of Purpose

A park's purpose describes the reason for which it was set aside and preserved by Congress. It provides the fundamental criteria against which the appropriateness of all planning recommendations are evaluated.

*The GMP team developed the following statement of purpose:*

The purpose of Appomattox Court House National Historical Park is:

- To commemorate the surrender of General Robert E. Lee to Lieutenant General Ulysses S. Grant and the effective termination of the Civil War brought about by the Appomattox Campaign from March 29-April 12, 1865, and to honor those engaged in this great conflict.
- To preserve and protect those park resources, including landscape features, historic structures, archeological sites, cemeteries and monuments, archives, and collections that are related to the Appomattox Campaign, the surrender, and its legacy.

- To provide opportunities for the public to learn about the Civil War, the people affected, the Appomattox Campaign and its culmination in the surrender at Appomattox Court House, and the beginning of peace and national reunification.

### Statement of Significance

A statement of significance defines what is important about a park based on legislative purpose and the park's place within its broader national context.

*Appomattox Court House National Historical Park is nationally significant as:*

- The site of the surrender of the Army of Northern Virginia under General Robert E. Lee to Lieutenant General Ulysses S. Grant, commander of the Union forces, effectively marking the end of the Civil War. The village of Appomattox Court House and the surrounding landscape have exceptional integrity and are intrinsic to understanding the surrender and subsequent events. In combination with park archives and artifacts, they form an outstanding assemblage that

contributes markedly to the public's awareness of how these events helped to shape the military, political, and social outcomes of the Civil War; and

- The site of the Battle of Appomattox Court House on April 9, 1865, which led directly to the surrender. Park lands display the largely unaltered terrain of the battle and key topographic features that influenced its outcome, and contain the remains of the domestic and agricultural sites associated with the engagement; and

- The site where reunification of the nation commenced with the terms of the surrender and the magnanimous actions of Union and Confederate soldiers at Appomattox Court House. The rural setting evokes a timeless sense of place for the consideration of these events. The park's landscape and structures, commemorative features, archeological resources, archives, and artifacts provide an opportunity for the public to understand the different conceptions and meanings that the end of the Civil War has taken on through time.

## Park Interpretive Themes

Interpretive themes, developed during the GMP planning process, are the most important ideas or concepts to be communicated to the public about a park. They are based on park purpose and significance statements, and connect park resources to relevant ideas, meanings, and values. Themes set the framework for interpretive activities and anchor audience experiences offered by the park.

The thematic framework for this LRIP includes a statement of the overarching idea and three themes that flow from that idea. Topics, statements, and content paragraphs are expressed for each theme. The content paragraphs describe the context for each theme. The GMP planning team also developed example stories that would fill out an interpretive program after acceptance of the final plan.

### *Overarching Idea*

The ending of the Civil War witnessed the failure of the South to become a separate nation and confirmed the United States as a single political entity—outcomes backed by constitutional changes that have re-defined the nature

of American law and society. It was experienced by many as the end of slavery. The people of Appomattox experienced the promises, fears, and expectations brought about by the economic, social, and political upheaval, as did others nationwide. The struggles and negotiations among different groups arising from this upheaval have been continually re-evaluated as society's values and views on the war have evolved.

### *Theme #1*

#### *From Petersburg to Appomattox: The Final Days & Surrender*

On April 9, 1865, generals Grant and Lee set the tone for the men who had followed them into battle, choosing reconciliation over vengeance and mutual citizenship over regional differences, thereby signaling the effective end of the Civil War. The peaceful conclusion—unlike most civil wars—was not a given, as injuries and hatreds on both sides could have led to a bloody aftermath in the wake of the nation's most destructive war.

**Theme Content:** This theme focuses on the surrender—the campaign from Petersburg to Appomattox, the events of April 9, the immediate aftermath, including the stacking of arms on April 12, and the paroling of Lee's army. It examines the choices made by the commanders and their political leaders as well as the soldiers within the context of the times, and how these choices influenced the outcomes of the Civil War. The nuances of this watershed event can be explored from many different perspectives including: military strategy, politics, the leadership and personalities of generals Grant and Lee and their civilian superiors as well as the personal stories of the soldiers and villagers who participated in the dramatic events.



## ***Theme #2*** ***The Legacy of Appomattox***

Appomattox came to symbolize the promise of national reunification, a first step on the long road to dealing with sectional divisions. However, this ideal was not always supported by reality, as African Americans struggled for equal rights ostensibly guaranteed through newly ratified constitutional amendments. White southerners coped with economic and political dislocations, and feelings of submission, humiliation, and resentment. The tensions among conflicting societal forces are part of the unresolved legacy of Appomattox.

**Theme Content:** The idea of peace with honor and national unification, symbolized by the Appomattox surrender, was replaced by fear, chaos, and violence (different from the wartime violence that preceded it) which gripped the nation in the wake of President Abraham Lincoln's assassination. A period of readjustment followed, known as Reconstruction (1865-1877), in an attempt to restore order, protect the rights of freedmen, and reorder

the social and economic structure of a devastated South. This theme explores how the expectations, hopes, and promises of Appomattox were played out in a larger political context. It explores whether the expectations and hopes held by the villagers, as well as by the soldiers involved in the surrender or even the country at large, were met or remained unachieved.

## ***Theme #3*** ***Memories and Meanings***

Appomattox occupies a significant and compelling place in our national memory. The meaning of the historic events at Appomattox has been shaped and reshaped by the differing views held by veterans interested in national reconciliation, white Southerners supporting the "Lost Cause," African Americans believing in the promise of freedoms yet unfulfilled, and others. In turn, preservation and commemoration efforts undertaken at the park reflect differing views of the meaning of these events.

**Theme Content:** This theme focuses on the evolution of thought and perspectives related to the surrender, and the meanings Americans have imposed on both the physical setting of Appomattox Court House and the events that occurred there in April 1865. It introduces the first person accounts and recollections of eyewitnesses as well as varied reactions from observers throughout the nation. It explores the ways that Americans have chosen to remember and commemorate the surrender since 1865, including the re-burial of soldiers, the introduction of monuments, scholarly investigation, preservation and reconstruction of buildings, and creation of the national historical park. It further explores the values and symbolic attributes that different groups have applied to Appomattox over time.

## Audience Experience Goals

While primary themes/stories focus on what audiences will learn as a result of interpretive programs and media, audience experiences explore what audiences will do. What types of activities will reinforce park themes? How might the design of interpretive programs and media invite audience involvement and, as a result, reinforce key elements of the park's stories? How can interpretation use the powerful impact of hands-on, sensory activity to send audiences home with lasting memories? How can living history and recreated landscapes bolster audience understanding of the campaign, surrender, and reunification?

## Tangibles & Intangibles

Every NPS unit offers a variety of both tangible and intangible resources, and it is that variety that forms the basis for audience experiences. On the one hand, audiences will discover physical objects, buildings, landscapes, and even interpretive media like a film or exhibit—tangible things useful to understanding the past.

Equally important, although by definition less evident, is a parallel list of intangibles associated with Appomattox—emotions, ideas, relationships, concepts, and values, for example—suggesting more universal stories that resonate with a wide spectrum of audiences (see Appendix 1 for a list of Appomattox's tangibles and intangibles).

Considered in tandem, these tangible and intangible resources suggest ways that properly chosen interpretive techniques can underscore the park's national significance, reinforce the park's themes, and produce a more memorable experience.



Grave of village resident and soldier  
Lafayette Meeks

## Audience Opportunities

*As the park designs the interpretive program of the future, the techniques selected will offer targeted audiences opportunities to . . .*

- Step away from the 21st century and enter a setting that evokes, although it can never fully replicate, Appomattox in 1865
- Visit the McLean House and the site where the surrender occurred
- Visualize the surrender, both the meeting between Grant and Lee and the process of disbanding an army
- Connect Appomattox events with the bigger picture, before and after, the Appomattox Campaign and Reconstruction
- Glimpse the impact of the Civil War on a small town like Appomattox
- Connect the uncertainties inherent in the surrender to human stories associated with Appomattox
- Hear the park's stories from multiple points of view

- Visit other local, actual and authentic sites (in and out of the park) directly related to the campaign, surrender, and Reconstruction

*In addition, a mature, well-rounded interpretive program will offer audiences opportunities to connect emotionally with the park's themes by . . .*

- Encouraging quiet contemplation of the significance and the multiple legacies of what happened at Appomattox
- Encouraging contemporary audiences to honor the personal sacrifices made during the war and reunification
- Acknowledging the immediate and long term difficulties inherent in healing the wounds of enslavement/racial injustice, prolonged warfare, reunification, and persistent sectionalism

*Finally, to help reinforce the park's themes, interpretive media also will help ensure a satisfying park experience by allowing audiences to . . .*

- Form reasonable expectations, based on up-to-date information, about what the park has to offer, even before arriving on-site
- Choose from a variety of visiting options and control the content and length of their visit, based on knowledge of what the park offers
- Benefit from a variety of interpretive media that match different styles of learning
- See iconic artifacts and objects with their associated stories that humanize the park's themes
- Interact with knowledgeable staff who have excellent interpretive skills
- Continue the learning process via access to a wide variety of interpretive sales and tourism materials
- Connect the park to other theme-related places in the region



## The Park in 2010

Appomattox Court House National Historical Park includes the historic village where General Robert E. Lee surrendered the Army of Northern Virginia to Lt. General Ulysses S. Grant. There are 15 main structures (restored and reconstructed) plus reconstructed dependencies that depict some of the buildings that existed in 1865.

The park also has acreage outside of the village core that contains numerous resources including the headquarter sites of Lee and Grant and monuments and gravesites associated with the Battle of Appomattox Court House.

The park is open 360 days a year from 8:30 am to 5:00 pm.

Park staff prepared the following sections of this document: current audiences, interpretive facilities and programs, as they existed at the beginning of this planning process.



Village Landscape with Meeks Store and Clover Hill Tavern



## Current Audiences

In order to design the most effective interpretive programming and employ the most effective interpretive techniques, it is critical to identify intended audiences, both existing audiences who actively use site interpretive programs AND potential audiences that well-planned interpretation might encourage.

The term audience is used purposefully in this document. In the 21st century, it is common to communicate with both on-site visitors as well as others who have not or cannot “visit” local sites. Increasingly, for example, the Internet is a source of both information and interpretation. While many who use their computer as a gateway to a site or region will eventually visit, that is not universally true. In addition, for reasons of time and budget, outreach and school programs might be conducted off-site. News and magazine articles as well as television and radio programs reach millions who fall outside the technical definition of “visitor.” In addition, any sites associated with a heritage area, trail, or byway have neighbors who live within the region and should be the recipients of interpretive information and programming.

Appomattox Court House NHP is a destination park for most visitors. Although out-of-the-area travelers may be touring other historic sites around Virginia, most have a basic understanding of the park’s significance when they arrive and have made the park a priority within their itinerary.

Visitor counts are done manually at the visitor center and the McLean House. Starting in 1993, the park experienced its highest visitation numbers, presumably as a result of the Ken Burns’ series on the Civil War released that year. From 1993-1995 the park visitor center received an average of 110,000 visitors a year. Visitation steadily declined in the following years. Since 2003, the visitor center numbers have stabilized and have averaged just over 60,000. There was a small increase in FY09 to 62,288. Visitation patterns are seasonal. Predictably over 80% of the annual visitation is from April through October.

“Individuals understand places differently depending on how they have experienced them, and this experience in turn is shaped by their social characteristics such as age, gender, race, class, and physical condition.”

*David Glassberg in Sense of History:  
The Place of the Past in American Life*

## Audience Profile

In the past, school groups have boosted April and May visitation numbers significantly. One pattern of note is an annual dip in September and a small spike in October. November through March patterns are low enough to warrant closing the entrance station (fees are charged in the visitor center), and the McLean House is opened only for scheduled tours.

In 2001, the National Park Service conducted a survey of 400 park visitors with the help of Virginia Polytechnic

Institute and State University. The survey results are still supported by staff observations in 2009. According to the survey, the typical park visitor is white (94%), has a household income greater than \$60,000 (2001 dollars), has at least some college education, and an average age of 50. The surveyed showed that 57% of visitors are from Virginia and other southeastern states, and current observations support that 43% of visitors are from other parts of the country and world. There is a noticeable

pattern of visitors who have a moderate to strong interest in the Civil War, but there also are those who come because they are traveling in the area and are aware of the national significance of the site. Nearly all visitors are very satisfied with their visit, as determined by the 2001 survey and annual Visitor Use Surveys. Seventy-seven percent of visitors spend 1-3 hours in the park.



School group and black powder demonstration

*Profiles of identifiable visitor groups are as follows:*

### ***Local Residents***

Outside of school groups, the park does not see a strong pattern of local visitation. Typically, locals visit the park when they bring out of town guests, or when they use the 4.5-mile history trail (this trail is accessible after hours, so it is difficult to capture the number of visitors who use it or to know if they are local). Outside of the trail, the park does not have recreational facilities (campgrounds, picnic area, etc.) that might attract additional local use. The park is administered in a way that preserves the tranquility that many feel is a fitting memorial to the place and its history.

### ***Subject Matter Enthusiasts***

Like many Civil War parks there is a core group of visitors, military enthusiasts, who come to the park having already read about the Appomattox Campaign and the surrender. Although they may be a small percentage of the overall visitation, they tend to fully engage in all, or most of the park's interpretive

programs and media. Also under the heading of "enthusiasts" are people tracing an ancestor's Civil War experiences. These visitors, also not relatively numerous, may spend extra time in the park researching with staff where their ancestor may have been during the historic events. Often they are researching if their ancestor was paroled with Lee's army.

### ***School Groups***

School groups are most numerous in April, May, and October. Numbers can vary significantly from year to year, presumably due to budget fluctuations. The predominant grade level is fourth, but other grade levels do visit, including college classes and home-schooled students of all ages. Most school groups come from the surrounding area, but there are several schools from across the country that make Appomattox a part of their Washington, D.C./Virginia trip.

### ***Scouts***

Scout groups regularly use the park as an educational trip and a service project. Usually scouts complete a questionnaire around the historic village and battlefield and also pick up trash along portions of the history trail. Occasionally, scouts will participate in a special project in the village, for example fence painting.

### ***Military Groups***

Again not numerous, but several times a year military groups visit the park. The purposes of their visits can be for general knowledge of the Civil War, but are sometimes a study in leadership. The visits are arranged in advance and are typically hosted by the park historian or member of the interpretive staff; they can last a half-day or more.

### ***Virtual Visitors***

There has not been a comprehensive analysis done on the park's web visitors. It is known though that during FY09 the park's homepage was visited more than 85,000 times which suggests that the park's presence on the web is of growing importance. A brief analysis of the park's web stats also reveals that visitors primarily use the website to plan their visit. In addition, although most web visitors do not contact the park via email, an increasing number of visitors do, asking a wide range of questions that often includes history research as well as questions about their upcoming visit.

### **Targeted Audiences**

This section of the interpretive plan recognizes that interpretive techniques and audiences are inter-related—some interpretive tools are better adapted to, or appeal to, particular audiences. So, although all audiences are welcome and invited to participate in the park's interpretive programs, staff discussions suggest that five audiences should receive specific attention during the life

of this plan, and that planning should develop interpretive media with direct appeal to the following groups:

#### ***Educational Groups***

In addition to the elementary school students who currently participate in park programs, staff intend to add new programming for middle, high school, and college students. By adding learning opportunities for older students, and by interacting with them several times during their academic life, the park hopes to develop progressively meaningful experiences and build new constituents among young audiences.

#### ***Local Audiences***

Survey results indicate that local audiences make little use of the park. At the same time, the park, through partnerships and limited land acquisition, increasingly connects events that occurred in the core village to what happened in the surrounding area. Together, these realities suggest the need to develop additional programming that will appeal to more local residents.

### ***African Americans***

Both survey data and anecdotal observation indicate that African Americans do not visit the park in large numbers (fewer than 1% of total visitation in 2001) or find relevance in the park's stories. Low visitation and interest persist despite additional focus on slavery as a factor in the war, on the participation of U.S. Colored Troops in the Appomattox Campaign, and on African American residents of Appomattox. This suggests the need to look more carefully at both interpretive messages and interpretive media that might appeal to additional African Americans.



### *Virtual Audiences*

Potential audiences increasingly turn to the Internet and distance learning outlets for both information and interpretation. Since this trend is likely to accelerate, this LRIP needs to develop strategies to use new and emerging technologies to reach cyber-savvy audiences in cost effective and sustainable ways.

### *Latinos*

As U.S. demographics shift, there will be additional opportunities in the future to connect the national narrative, preserved and interpreted in the national park system, to audiences with diverse backgrounds, particularly Latinos. Emphasis on compelling stories that transcend individual experience and are universal to the human narrative—the uncertainty that pervaded the surrender at Appomattox, for example—will help to increase the relevance of the park’s themes to all audiences. As the park achieves other interpretive goals, proactive outreach will help identify specific programming that might attract Latinos.

### Accessibility and Audiences

The NPS is committed to developing a comprehensive strategy to provide people with disabilities equal access to all programs, activities, services, and facilities. As part of that effort, Harpers Ferry Center developed “Programmatic Accessibility Guidelines for National Park Service Interpretive Media” and made them and other resources available at ([www.nps.gov/hfc/accessibility/index.htm](http://www.nps.gov/hfc/accessibility/index.htm)).

Concern for increased accessibility is a significant motivating factor in recommendations associated with exhibit redistribution.

As the park revises or rehabilitates existing interpretive programming and develops new interpretive media, staff must consult these guidelines.

John Falk and Lynn Dierking, in *The Museum Experience*, argue that visitors are strongly influenced by the physical aspects of museums, including architecture, ambience, smell, sound, and the “feel of the place.”

## Interpretive Facilities

### *Courthouse / Visitor Center*

The park has one visitor center housed in the reconstructed (1964) courthouse located in the center of the historic village. The building also serves as the park's primary museum space. The NPS reconstructed the building to look like the original courthouse on the exterior, but with modern facilities inside. It is a two-story structure that contains a visitor orientation desk, exhibits, restrooms, and water fountains on the main floor. The second floor, accessible only by stairs, contains a 70-seat auditorium plus the majority of the park's primary museum and interpretive exhibits. There are two 15-minute audio-video presentations that are alternately shown on the hour and half-hour. Those programs also can be viewed on a monitor on the first floor of the visitor center. There is an assisted listening device that allows visitors to use headphones in the second-floor auditorium or when viewing the first-floor monitor. These headphones provide customized volume control as well as some verbal descriptions of the artwork in between the program narration.

The visitor center is where most visitors begin their tour of the park. On average, 60,000 visitors use the center each year. Upon arrival, visitors receive a map/brochure of the park and are oriented to the park's layout and programs available that day—typically ranger-led and first person living history programs. The audiovisual programs are shown year-round. In the summer, staff collect the park's entrance fee at a station by the parking lot and visitors are directed to the visitor center; during slower months, staff collect the fee in the visitor center.

One interpreter typically staffs the visitor center.



Current visitor center exhibits

### *The McLean House*

The McLean House is a reconstruction (1948/49) of the original home built in 1848. The parlor of the home was the site of the surrender meeting between generals Lee and Grant. The property consists of the home (three floors and six rooms), an icehouse, slave quarters, and outdoor or summer kitchen, all open to the public. The parlor is furnished with a combination of original but mostly reproduction pieces and looks very much as it did on the day of the surrender. The rest of the rooms of the house and outbuildings are furnished with period pieces reflecting the McLeans' economic status.

When the gradient of the yard can be negotiated, the ground floor of the main house (two rooms: dining room and warming kitchen) is wheelchair accessible. Otherwise, all of the other rooms are inaccessible, including the parlor.

On average, the McLean House gets about the same visitation (60,000/year) as the visitor center. Except on slower winter days, the house is staffed all day by an interpreter who greets visitors and interprets the events that unfolded there on April 9, 1865. Visitors are invited to tour the rest of the property on their own and to ask further questions. Interpreters are encouraged to “read” visitors and look for ways to help them connect to the site and to feel comfortable asking questions that they may have been hesitant to ask.

Although there are multiple stories that involve other parts of the park (the campaign, the battles, village life, and Reconstruction), the McLean House remains the destination for most visitors. It will always be the answer to the oft-asked question, “where did it happen?”



The McLean House today



### *The Village*

Besides the courthouse and the McLean House complex, there are 20 other structures in the village ranging from small privies to larger, multi-story structures. Ten of the structures are original and 10 are reconstructed. Nine structures are open to the public, either to enter or to look inside. These include the tavern guesthouse, although it is temporarily closed because it contains no exhibits. Eleven structures are not open to the public and in some cases have other functions. The Peers House is used for park housing, and the Isbell House is the administrative headquarters for the park. The tavern kitchen building is original and today serves as the park bookstore. Besides the ground floor of the visitor center and tavern guesthouse, it is the only building accessible by wheelchair. The ground floor of the jail has no steps, but has a steep grade leading to the entrance. The jail, Clover Hill Tavern, Meeks Store, storehouse, Woodson Law Office, and the McLean complex are all open to the public and furnished to a period appearance to help convey a sense of village life in 1865. The Jones Law Office is also open and furnished, but conveys a mixed interpretive message that should be addressed. The building is called a law office, but is furnished as a shoe cobbler's shop and residence. Also the interior walls have not been restored and the exterior boards are visible from the inside.

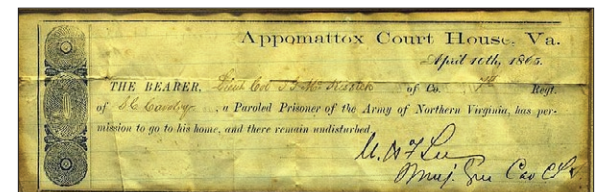
None of the buildings, except the McLean House, are routinely staffed and are viewed by visitors on a self-guiding basis. The typical exceptions are occasional printing demonstrations presented by an interpreter in the west room of the Clover Hill Tavern. These programs explain how Confederate soldiers were paroled, including why and how that process was accomplished. The demonstration uses a reproduction printing press, ink, and paper to create reproduction parole passes that serve as keepsakes for visitors. The other occasional staffing exception may be a temporary display/presentation in the tavern guesthouse.



Village Landscape, 2010



Parole printing press demonstration



Parole pass



The current setting of the village also includes properties (village lots) that are now vacant but would have contained structures in 1865. The park brochure/map identifies the location of 31 additional buildings that no longer stand. These buildings include homes, shops, stables, slave quarters, and offices. Some of these locations are identified with small signs, some are not identified at all, and only the original county jail building is marked with a portion of its foundation (corners) exposed.

The other significant element in the village is the Richmond-Lynchburg Stage Road. This road serves as a catalyst to tell the park's most important stories. It was the early 1800s construction of the road that led to the original formation of the village. The dwindling importance of the stage road after 1855 (because of the new railroad) led to the village's demise. This road brought Lee's army to Appomattox, and it was along it that the armies fought their last battles.

It was the road used by Lee and Grant to get to the McLean House for the surrender meeting, and it was the road that was used to stack and receive the arms of Lee's Confederate troops.



Stage Road 2010

## Interpretive Media

### *Audiovisual Programs*

There are two a/v programs shown in the visitor center to orient visitors to the historical events leading up to and including the surrender of Lee's Army of Northern Virginia. These programs were originally created as slide programs in the mid-1970s and have since been converted to DVD format. One program highlights the Appomattox Campaign, describing the military events leading up to and including the surrender of Lee's army. The other program focuses on the various perspectives of the soldiers, North and South, who participated in the surrender events, particularly the stacking of arms. The programs do not orient visitors to the modern park. Though the programs do treat the surrender, and to a lesser degree the campaign, they do not address the Appomattox story as the beginning of Reconstruction.

### *Museum*

The museum is located on the second floor of the courthouse/visitor center building. The exhibits have evolved since the reconstruction of the building in 1964. Today it is apparent that of some

of the original exhibits are interspersed within more recent climate controlled cases containing original McLean parlor pieces, uniforms, flags, weapons, etc. A fiber-optic map covers the final campaign, and a "sound and light show" focuses on the Lee-Grant meeting and the terms of surrender. Individually these exhibits and artifacts are effective--and to many even impressive. Though the exhibits are chronological, the final glass case feels crowded and lacks cohesion. Also, it should be noted, the park's most significant exhibits and presentation of artifacts are located on the second floor of the courthouse and not physically accessible.

### *Wayside Exhibits*

More than a dozen wayside exhibits highlight key information about particular places and events, all directly related to the battles and/or the surrender events that took place around the village in April 1865. Waysides are used strategically in the park. In the core of the historic village there are only two (tavern and McLean House) and they are placed within fences and are unobtrusive on the historic landscape.

Further away from the courthouse and McLean House, along the outskirts of the village and pull-off areas along Highway 24, more waysides are used to highlight the Lee-Grant meeting of April 10, the stacking of arms, the battles, Grant's and Lee's headquarters, etc.

### *Park Brochure/Map*

Because the visitor experience is fundamentally self-guiding, the current brochure is critical. One side of the brochure gives brief informational sketches of the surrender, the village, and the park today, but the map side is most useful for visitors in the park. It shows the village core in three-dimensions and adds "ghosted" images of buildings that existed in 1865 but are no longer standing. This is a powerful tool for visitors who want to visualize the village as it looked when the surrender took place.

### ***Other Park Publications***

Presently the park offers two site bulletins: “The Trail Map for the History Trail” and a “Birder’s List,” both available at the visitor center desk. There is another site bulletin in draft that addresses the causes of the Civil War. It has been suggested that perhaps that draft could be broken into two bulletins, one documenting the political rationale for the war, and a separate bulletin profiling the different reasons soldiers fought. This dual approach may better reveal the complexities of the war and its causes.

### ***Website***

Since the NPS conversion to the Content Management System, the park’s website has been slow to grow, primarily due to staffing, but there have been improvements. The basic information needed to plan a visit is included along with suggestions for planning a field trip, a photo gallery, and information about the surrender. There is currently an effort to expand the web content in response to research questions received through the website, and to provide more educational material for teachers.

### **Personal Services**

#### ***Staffing***

In addition to the division chief (GS-11), there is a lead ranger that serves as the education coordinator (GS-9), and three park guides (GS-5), two of which are subject to furlough and typically off two pay periods during the winter. The division is able to hire six seasonal interpreters. Three of these positions are paid by Centennial Initiative money. One of the seasonal positions is devoted to the living history program, leaving five in traditional “green and grey” positions. It should be noted that the park’s cooperating association, Eastern National, pays for an additional living history performer.

Another significant factor in staffing is the Volunteer In Parks programs. In FY10, the division benefited from over 9,000 VIP hours, well over four full-time equivalent (FTE) positions. These were quality hours that contributed to every facet of the division’s functions: daily staffing, formal programs, living history, special events, and education programming.



### *Programs*

Interpretive programming is a significant part of the division's function. Approximately 70% of all park visitors participate in at least one formal program during their visit. The most attended programs are the living history programs that run full-time (at least three and often six programs a day) during the summer and weekends in the fall as funding permits. Ranger-led programs also are offered all summer. During the slower winter months the McLean House is open only as a guided ranger tour. Other programs include (when staffing permits): parole printing demonstrations in the Clover Hill Tavern, particularly during summer weekends; historic weapon firing demonstrations (often for school groups); and special events, typically weekend encampments in April and October featuring a stacking of arms ceremony, among other demonstrations.

### *Education*

The majority of school visits to the park take place in April and May with a flurry of visits in October.

Otherwise, school visits are sporadic the rest of the year. Again, when staffing permits (and this includes VIPs), school groups are broken into smaller groups and moved through the village to three, four, or even five stations. Some stations naturally deal with the surrender, others cover the physical culture of the soldiers and the villagers. There is also a weapons demonstration.



Ranger programs



Another element of the education program is the summer day camps. Usually in July there are six to eight dates selected to host day camps. Many of these camps have Civil War themes although some have natural resource themes. Kids from ages 7 to 12 spend five hours in the park participating in numerous hands-on activities designed to teach about life during the Civil War and the surrender at Appomattox.

Outreach education has been limited, mostly because of staffing outside of the summer months, but there have been recent efforts to increase the number of school programs off-site.

### *Outreach*

In recent years there had not been a great deal of outreach, mostly owing to vacancies and general staffing levels. In the last year, however, the park has been expanding outreach programming. In the summer of 2009, the park offered 12 programs at nearby Holliday Lake State Park. The park also attended the town's Railroad Festival weekend and has presented several park programs in local libraries. It will take planning and staffing to continue expanded outreach.



School program



Summer camp

### *Special Events*

Current special events emphasize quality over quantity. In that vein, the park has set aside the third weekend in April and the second weekend in October for re-enactment units to stage weekend encampments, various military demonstrations, and a stacking of arms ceremony. All programs are designed for public attendance. All units must be selected by the park after careful reference checks are done and the unit commanders are made fully aware of the park's expectations. Groups are booked one to two years in advance.

The April event is the third weekend so that it doesn't interfere with anniversary programs that run April 8-12. During those five days, the park historian organizes a program schedule that includes park staff and invited guests to deliver surrender theme-related programs and special living history demonstrations. The park also holds an annual Civil War Seminar with Longwood University on the last Saturday in February or the first Saturday in March.



Special event



Stacking Of Arms special event

## Partnerships

### *Eastern National (sales)*

The division benefits from the park's partnership with Eastern National. As referenced earlier, Eastern National pays for one of the two living history positions. The education and visitor services division share with Eastern National an interest in visitors staying longer in the park, becoming more interested in the park story, and consequently buying more books from the Eastern National bookstore, which in turn pays for programming such as the living history position. Also, Eastern National provides an important service for the visitors: an opportunity to take a memento from the park or to read more about the important stories of Appomattox.

### *Appomattox County School System*

In 2009, the division entered into multiple partnerships with the Appomattox County School System. The Teacher-Ranger-Teacher program is a two-year agreement that brings a high school American history teacher into the park for the summer to help the park develop curriculum-based educational materials and to learn what the roles and responsibilities are of an interpretive park ranger in the National Park Service. During National Park Week in April the teacher wears the NPS uniform at school and provides programs around the school system about the NPS.

Also in 2009, the division entered into an additional agreement with the school system, the Youth Internship Program. This also is a two-year program that introduces two minority high schools students to the NPS, with emphasis on the students exploring the NPS as a possible career. These students are introduced to the park, visit seven other NPS units during their first summer, and travel to several more during their second summer, including the regional and Washington offices. The students are not only exposed to the agency but also do work within various divisions to develop a sense of what their interests may be within the agency.



### *Museum of the Confederacy (MOC)*

The mission of the Society is to operate the Museum and White House of the Confederacy to serve as the preeminent world center for the display, study, interpretation, commemoration, and preservation of the history and artifacts of the Confederate States of America.

MOC intends to create a system of museums, including one at Appomattox, each with a full visitor experience and major artifacts. Semi-permanent exhibits will focus on local importance during the Civil War (such as Lee's uniform and sword he wore while meeting with Grant at Appomattox) supplemented by rotating exhibits from MOC's vast collections storage.

"The idea of combining artifacts with battlefields will bring new life to both."

*President O. James Lighthizer, Civil War Preservation Trust*

### *Sailor's Creek Battlefield Historical State Park*

On April 6 at Sailor's Creek, Sheridan's cavalry and elements of the Second and Sixth Corps cut off about one-fifth of the retreating Confederate army, most of them surrendering. This action was considered the death knell of the Confederate army and key to Lee's decision to surrender at Appomattox Court House 72 hours later, thus ending the war in Virginia. Upon seeing the survivors streaming along the road, Lee exclaimed, "My God, has the army dissolved?"

Sailor's Creek State Park includes the Overton-Hillsman House. Used as a field hospital during and after the battle, the house is open June through August and by request. Period costumed interpreters commemorate park battles and conduct other living history events throughout the year. Motorists will enjoy Lee's Retreat Driving Tour, which follows the route of his army from Petersburg to Appomattox Court House. While on the trail, drivers can set the radio to AM 1610 for battle details and descriptions.



## Issues & Initiatives

In order to develop the most effective interpretive programs and media, planning must acknowledge and seek to address management realities, including issues that are closely linked to providing desired audience experiences.

### Park Issues

In preparing for this LRIP planning process, park staff identified several issues critical to successful interpretive programming. Those issues are:

#### *Themes, Spaces, Landscapes, and Media*

As a primary goal, the LRIP will match the park's themes with physical spaces available for interpretation. At the same time, the LRIP will recommend the best interpretive media for communicating those themes given the suitability and conditions (light, accessibility, heating/air conditioning, humidity control, size, etc.) of available spaces.

After reviewing the assessment of existing conditions (see above), workshop participants will consider how space in all or several of the following

might be used interpretively: the tavern guesthouse; McLean House kitchen; tavern; courthouse; and Jones Law Office.

As the park implements the GMP, additional space may become available (the Isbell House, tavern kitchen, and the Mariah Wright House), and the interpretive use of those buildings should be discussed as part of the LRIP process.

As the LRIP details the park's desired audience experience, workshop participants will explore the overall management and appearance of the village setting, both cultural and natural landscapes and resources, and determine visual elements (marking buildings that have been removed, for example), new technologies, or personal services that might enhance the identified experience goals.

As a balanced interpretive program re-emerges from planning, staff will assess how park materials present visiting options and recommend any changes needed to realign audience expectations with reality.

As possible, given the historic character of park structures, workshop participants will be invited to suggest accessibility solutions.

### *Outlying Areas and Extended Stay*

Although the village is, and undoubtedly will remain, the core of an interpretive experience for many visitors, the park's story is enriched whenever audiences recognize and become immersed in stories associated with natural and cultural resources beyond the village core. There are significant features outside the village that are tied to the central themes. The park should find ways to encourage visitor access to these areas and use them in park programs.

As workshop participants consider desired audience experiences they will identify opportunities to encourage exploration of the entire park including trails and waysides as well as non-park, theme-related resources in the area. Efforts to extend the length of stay of on-site visitors can only broaden understanding of the park's stories.

### ***Audiovisual Media and Technology***

The GMP recommends creation of a new audiovisual program that orients on-site visitors to the park setting and addresses the park's current themes, a program that will strike an appropriate balance between contextual and place-based storylines and that resonates with diverse audiences over a span of many years.

In addition, several NPS planning documents recommend creative exploration and use of existing and emerging technologies including the Internet.

The LRIP will identify objectives for a new orientation program and consider appropriate ways to use technology effectively.

### ***Education and Outreach***

Because park staff are committed to expanding outreach to educators and local residents, the LRIP will include recommendations, linked to 21st-century realities of funding and testing, that advance these efforts.

Associated discussions will be particularly important since local communities include underserved groups, African Americans in particular. The final plan will recommend programming to heighten relevance to students and residents.

### ***150th Anniversary***

2015 marks the 150th anniversary of the Appomattox Campaign, the surrender, and the onset of Reconstruction. As with similar events, the sesquicentennial provides opportunities for integration of recent scholarship into the historical narrative, for contemporary debate on event relevance particularly to extended audiences, and for exploration of the legacy and continued relevance of watershed events.

### ***NPS Initiatives***

In addition to local issues, the National Park Service has announced servicewide initiatives that individual parks should support.

### ***The Future of America's National Parks: Summary of Park Centennial Strategies*** (see Appendix 2 for a list of goals)

"National Park Service leaders . . . will review and update their centennial strategies each year in support of a second century of preservation, conservation, and enjoyment."

*The Future of America's National Parks*

### ***Holding the High Ground*** (see Appendix 3 for goals)

## Introduction

Part 2 of the LRIP describes the actions that park staff and partners will take to build on The Foundation, described in Part 1, during the next 5-10 years.

This plan is intended to be a dynamic document that responds to changing conditions. Staff will revisit the plan on an annual basis and make adjustments, remove accomplished tasks, and identify new projects for action.

Each action item included in Part 2 is bulleted in the plan narrative and listed in implementation charts near the end of this document. Those charts identify the staff position responsible for moving each action forward and the fiscal year or years when progress is expected.

Many of the bulleted items are dependent on funding not in hand. Those actions will be noted in the implementation charts. Other actions can be completed only if additional staffing becomes available—they also will be identified on the charts.

Since viable plans need to be nimble, responsive to changing conditions, staff also can and should take advantage of new opportunities as they arise. No plan can foresee every eventuality. This LRIP provides a framework for considering other interpretive proposals as they emerge.

Part 1 should function as a yardstick against which new ideas are measured—does a new idea reach targeted audiences, address an identified issue, offer a desired audience experience, etc. When properly used, Part 1 provides priorities that can help move interpretive programming in a consistent direction despite changing times.

## Organization

Although the themes, audiences, audience experiences, and issues described in Part 1 suggest many ways to focus interpretive programming for the next several years, Part 2 is organized to focus on the priorities identified by park staff during the 2009 scoping trip.

Specifically, this part of the plan focuses on actions related to the park's desire to address specific issues related to interpretation:

- As a primary goal, the LRIP will match the park's themes with physical spaces available for interpretation, and recommend the best interpretive media for communicating those themes and providing desired audience experiences.

- Since the park's story is enriched whenever audiences recognize and become immersed in stories associated with resources not only within but also beyond the village core, the LRIP will suggest ways to encourage interpretation of the whole park, particularly of those actual places associated with historic events.

- The LRIP will recommend creative exploration and use of existing and emerging technologies for orientation, interpretation, and education.

- Because park staff are committed to expanding outreach to educators, local residents, and underserved groups, the LRIP will include recommendations, linked to 21st-century realities of funding and classroom demands, that advance these efforts.

- Since 2015 marks the 150th anniversary of the Appomattox Campaign, the surrender, and the onset of Reconstruction, it provides opportunities for integration of recent scholarship into the historical narrative, for contemporary debate on event relevance, and for exploration of the legacy of watershed events.



## Actions to Match Spaces with Themes/Experiences

The park is fortunate to have several spaces that could be available for new or repositioned interpretive media. This LRIP, combined with the park's new GMP, provides a timely opportunity to match themes and audience experiences with appropriate physical spaces and interpretive media.

In addition, selection of Appomattox as the site for one of the Museum of the Confederacy's regional museums, with the MOC's expansive artifact collection, reinforces the value of pairing a partner's exhibits with the sites of actual events included within the park.

### *Village Entry*

Although first impressions may be formed by online interaction with the park's website, or as visitors drive into the park along Highway 24, entry into the village usually begins at the parking lot.

*The following actions look at that initial, pedestrian approach to the village.*

- Reevaluate the entry feature at the nexus between the parking lot and the walkway to the village. Do the existing flagpole and outdoor exhibit with map match the park's orientation and audience experience goals? As actions in this LRIP are implemented, should the content or the appearance of the entry be adjusted? Should it be more evocative of 1865?
- While the primary walkway to the courthouse, along the gravel path, helps the large majority of visitors make the transition into the past, the gradient proves to be a challenge for some visitors. An alternative village approach might be identified, and marked, for those needing a gentler slope.



Walkway into the village

## Visitor Center

Today, as in 1865, the courthouse stands tall at the center of village life. Although the GMP considered other circulation and orientation options, during the life of this LRIP the courthouse will remain a focal point of the landscape and a logical place to provide introductions to both the park's themes and visiting options. It should not, however, become THE destination. Instead it should function as a staging area for ranger tours and a portal into an informed visit to the wider park.

The building's physical realities—size, construction, use of interior space, and limited accessibility in particular—make creative use of both first and second floors a challenge. To the extent possible, recommended actions will programmatically address the building's physical limitations making them a high priority for funding and implementation. Improving accessibility lies at the core of many of the recommendations included in this plan, particularly actions that will affect the visitor center and the distribution of interpretation throughout the village.

In addition to improving accessibility, exhibit recommendation will 1) provide better orientation to the park 2) better reflect the themes in the park's GMP and 3) encourage visitation to see more of the park.

The current visitor reception area on the first floor contains a reception desk recessed in a niche. In the gathering space opposite the desk is a rectangular room with glass exhibit cases containing rare assets and related narrative text. Unfortunately, the desk counter is too high and the cabinet exhibits address segments of the park's stories rather than interpret the primary themes. The layout of the space is not conducive to interpretive interaction with staff and does not engender the concept of discovery that should envelop each visitor and encourage them to go out and see the park's authentic places.



Visitor reception area

The second floor of the courthouse, the location of both the park theater and theme-related exhibits, is not accessible to visitors who cannot climb steps. The organization of the exhibits may not be readily apparent to all, and segments of the exhibit have been revised or altered at different times.

*The following actions are intended to preserve the courthouse as a viable visitor center while improving access, for all audiences, to the central themes of the park.*

- Immediately, park staff need to prepare requests that will earmark the funding necessary to improve interpretation in three areas:

The visitor center and exhibits to be distributed throughout village buildings.

Media that will enhance wayfinding and interpretation of the park's historic landscapes and viewsheds.

Additional personal services and staffing to oversee media development, volunteers, and educational programs, and to provide adequate staffing for the 150th anniversary.

- Complete a parkwide accessibility assessment
- Produce a new audiovisual program that can be shown in both the 2nd floor theater of the courthouse and on a first floor monitor that is integrated into the surrounding interpretive setting.

As with any introductory AV program, it will have several focused objectives.

- 1) It will use the strengths of the medium to immerse viewers in another time even as it answers basic questions like why the surrender occurred at Appomattox.
- 2) It will use the power of film to tap into the park's emotional underpinnings, particularly the uncertainty triggered by those April events.
- 3) It will explain not only the basic interpretive themes developed during the GMP (see "Themes" above) but also will remind viewers that there are many ways to assess the past and multiple perspectives on the legacies of Appomattox.

Federal and Confederate soldiers, black and white civilians, men and women, poor and wealthy all faced their own uncertain future as a result of what happened at Appomattox.

- 4) Beyond content, this program will be structured so that it represents the beginning of a learning process, a catalyst for viewers to leave the courthouse and find the authentic settings that altered the arc of history for both the nation and individuals.

**Authentic:**  
genuine, original, real, bona fide

*Encarta World English Dictionary*

The length of the program remains to be determined. Current park programs hold viewer attention even though they tend to be longer than other orientation films that average 10-12 minutes. Planners should keep in mind, however, that as other interpretive media are put into place per this plan, on-site audiences may find more incentive to explore beyond the courthouse and could, in turn, find longer AV programs less attractive.

Finally, the need to upgrade the courthouse's audiovisual hardware is critical. The park needs newer, sustainable, and cost effective theater equipment to ensure that this lynchpin of interpretation remains reliably available. On the first floor, the park needs to configure an audiovisual presentation that is fully integrated into its setting rather than an obvious add-on. Sound and seating need to be planned so they do not interfere with ranger orientation.

- Initiate a comprehensive process of redesigning exhibits for the courthouse to stress the orientation function of the building and use dramatic, iconic images and artifacts to begin immersion into the park's themes and authentic places.

*Workshop participants generated many ideas that should be seriously considered during redesign discussions including:*

Consider installing stylistically cohesive and monetarily modest signage on the second floor to help visitors grasp and follow the chronology of the exhibits.

As exhibits already planned are installed on the second floor, and space becomes available, distribute, highlight, and interpret McLean House artifacts.

Replace the existing art of the village now behind the information desk with the image used in the park's official brochure. This newer map shows existing buildings along with ghost images of buildings removed since 1865.

Retain some version of the 3-D map of the village, perhaps incorporating it into a redesigned, accessible information desk.

Consider developing a time line that summarizes the period covered by the park's themes. It might even be interactive, offered as an option on the audiovisual hardware that will be installed on the first floor.



Develop programmatic access to the exhibits that will continue to be displayed on the second floor. Perhaps use a few iconic artifacts or images to introduce and present the primary narrative developed more fully upstairs.

Design and install a modest, climate-controlled exhibit case that can be used for artifacts on loan from interpretive partners.

Convert or supplement the existing, static, wall-mounted images of soldiers to an AV program that uses a flat screen as a space saving feature. Though civilian images are scarce, add additional images that help to present other perspectives on events. Add a search feature that allows viewers to sort the images via categories to be determined.

The presentation of this program will be integrated into the overall first floor design and might use the same hardware installed to show the theater film to audiences that cannot climb stairs to the theater. If space becomes an issue during redesign, this image exhibit could be shifted to Clover Hill Tavern where it also would work well thematically.



Wall of Honor



Existing wayside exhibit

*Identify appropriate techniques that will encourage visitors to the courthouse to explore the wider park by, for example . . .*

1) Preparing a teaser at the beginning or end of the theater program or additional images of park buildings and exhibits.

2) Developing a visual display that highlights the park's many authentic sites—places that can legitimately lay claim to an “it happened here” label.

3) Creating a large mural of the village that captures some moment in April 1865. Via the art of a well-established Civil War artist, this mural would help bring the village to life by peopling buildings and streets. It would infill current landscapes and line streetscapes with structures documented but demolished.

It would capture the diversity of populace and provide an interpretive tool for use indoors as well as a powerful incentive to move outdoors and explore. And it would elevate the interpretive potential of the courthouse first floor.

4) Creating an “object theater” within the current exhibit area. The object theater would provide a computer-sequenced audiovisual experience, highlighting some of the most significant artifacts from park's collection. The room could accommodate standing and sitting visitors and the program narrative could run on a loop, a pre-arranged schedule, or on demand. As special lighting highlights artifacts, a video narrative would explain each object's relevance to the park's primary themes and connect object and theme to authentic park sites.

- As exhibits are modified on the second floor of the courthouse (and throughout the park), ensure that light levels and text point size meet accessibility standards.

- As the courthouse, village core, and the whole park are interpretively reconfigured, conduct a review of park provided materials to ensure that they accurately reflect current themes and audience experiences.

### *Clover Hill Tavern*

The tavern not only played an important role in the April surrender but also occupies a prominent place in the landscape of the 21st-century village. Building on the printing press installation that already is in place and the living history programs that will continue on the tavern porch in season, this is one of the best locations to interpret the immediate surrender aftermath.

*The following actions are intended to interpret the personal stories of both Confederate and Federal soldiers as they face the uncertainty of post-war life.*

- Retain the printing demonstration, interpretation of parole, and living history programs. Expand them as budget and visitation make it feasible.



Living history program at Clover Hill Tavern



- Use the nearly vacant room in the tavern, across from the printing presses, to install an exhibit that interprets stories associated with the immediate aftermath of the surrender. For example: the impact of Lee's General Order #9; the process of going home and readjustment for both Federal and Confederate troops; the speed with which the news of the surrender spread around the country; the impact of Lincoln's assassination; other Confederate surrenders; disposal of army property (Billy Hix story); opportunism and ill fortune associated with post-war life; the struggle to move beyond sectionalism vs. efforts to stoke the embers of conflict; and the problems faced by former slaves.

- Consider adding an interactive screen that allows a visitor to pick any unit that participated in the battle and discover where that unit was at Appomattox and access information about that unit—commander, casualties, other battles, what was left of the unit and how many were paroled. This program might be designed to allow visitors to input a zip code to see if any units from that locale were present for the surrender.

- This type of program would be appealing for adults and included in the Junior Ranger Program. While it also would be appropriate for the courthouse, installing it in another village structure, like the tavern, would provide an additional incentive to visit beyond the principal two attractions.

This tavern space is available immediately.

### ***Tavern Guesthouse***

Also available for interpretive use immediately, the guesthouse is unconditioned space unsuitable for the display of sensitive artifacts.

Given the history of the building since NPS acquisition, it would serve as a logical place to interpret building restoration and archeology.

*The following actions are intended to use the guesthouse, one of several restored village structures, to interpret the processes used to research and reassemble the current village streetscapes.*

- Move the village restoration/archeology exhibit that is in use on the first floor of the courthouse into the guesthouse. Movement of this and other exhibits will require coordination to avoid obvious gaps in courthouse interpretation.

- Keep the floor space open so that school groups can go inside in inclement weather.



Tavern Guesthouse



### *Appomattox County Jail*

The “new county jail” building reminds visitors that the village was not only a farm community but also a public venue, a place for government business and official functions. Completed after the war, the “new” jail is an appropriate place to interpret the impacts of Reconstruction on the county populace (roughly 50% white and 50% black at the time).

*The following actions are intended to introduce visitors to the era of Reconstruction using Appomattox County as a case study.*

- Design and install a new exhibit on the first floor of the jail that explains how the village functioned as the county seat and that explores the ways that Reconstruction affected the village and county.

As with several other village structures, the jail does not have heat or air conditioning, a reality that must influence exhibit design.

“By the terms of the Agreement officers and men can return to their homes and remain there until exchanged.”

*R.E. Lee, Genl*



New Jail

### McLean House

The McLean House is the primary destination of most park visitors. Despite the building's interesting post-war preservation history, the parlor visit is an appropriate objective for those who seek a compelling connection to the surrender. It legitimately can claim to be one of the places where history changed course.

*The following actions are intended to first and foremost present and preserve the significance of the surrender but also to help humanize the impact of the war through interpretation of the lives of the McLeans and their household.*

- Retain the parlor as it is.
- Design and install new exhibits on the ground floor of the house that focus on the McLean family, village residents, and the enslaved who helped maintain the household.
- Continue planning that will use the detached Mclean kitchen and slave quarters to interpret the African American war and Reconstruction experiences.
- The US Colored Troop exhibit now in the courthouse might be reused for some portion of this exhibit, although removal will need to be coordinated to avoid an obvious gap in courthouse interpretation.

The park also has information about the role that blacks played in local history, narratives linked to local slaves and free blacks, information about a slave killed during the fighting around the village, about black teamsters at Appomattox, and evidence of black Confederates on parole lists. Each of these stories can be included in an expanded exhibit that touches on the impact that Reconstruction and programs like the Freedmen's Bureau had on local African Americans.



This doll was in the McLean House parlor during the surrender. It belonged to the McLean's daughter Lula.

***Impact of GMP-recommended construction***

The park's General Management Plan recommends limited new construction that will eventually make additional space available in the Clover Hill Tavern kitchen (now used for park sales) and the Isbell House (now used by park administration).

When that occurs, the Isbell House and the house stable might become the park's education center. Back Lane would provide direct walking access between the house and bus parking and provide a new circulation flow that would help ease students into their park visit.

At some point, the Clover Hill Tavern kitchen might serve as a better location for the proposed African American experience exhibit.

## Actions That Encourage Use Beyond the Village Core

As the park has been conceived to date, the village helps audiences experience a different environment and alternate time period. By removing modern intrusions, it sets the stage for interpretive media that focus on the park's themes and specifically the significance of Appomattox. Personal services—visitor orientation, ranger and volunteer talks, education programs, and living history—provide an effective and flexible entrée into the park's stories, particularly in season when those programs are most active. They should be continued to the extent that staffing, budget, and visitation dictate.

On-site audiences, however, now see little incentive to move beyond the handful of buildings clustered around the courthouse. As a result, they leave without a real sense of the scope of the April events and never come face to face with some of the most poignant and personal stories associated with the surrender.

*The following actions are intended to encourage visits outside the core village and to place the actual surrender in the parlor in context by encouraging audiences to understand other place-based park stories.*

- Park staff should take another look at the official park brochure and evaluate its effectiveness. While the addition of the “ghost” buildings to the large village map is a significant interpretive improvement, all features on the map seem to be equal. There is little to suggest hierarchy, and little to encourage on-site visitors to explore beyond the core and discover the park's range of authentic sites and contemplative vistas.

Workshop participants made similar comments about the “front” of the brochure where compartmentalized text seems designed to touch many bases rather than focus interpretation on what is most significant. Changes might include . . .

- 1) An alternative primary image across the top of the brochure, perhaps even the village mural suggested for the interior of the courthouse, might capture the park's sense of place more effectively.
- 2) Carefully chosen images of park visitors, kept up-to-date, might suggest a sense of activity, liveliness, and program participant diversity.
- 3) If the park hopes to encourage visitation outside the core village, the tiny park map might need to be enlarged and supplemented with text or images that entice exploration.



- Installation of some form of mow over, low-maintenance system that marks the location of building sites would provide not only a more complete sense of the village in 1865 but also provide interpretive infill that will draw visitors along the stage road, a significant village feature and one of the reasons Lee and Grant converged at McLean's parlor. Simple markers would avoid the need for extensive research on building size and footprint.

- In order to avoid the intrusive nature of modern on-site signs, no matter how sensitively designed, workshop participants encourage exploration of the creation of a park tour using smart phone technology. Smart phone applications may be an ideal way to enliven and expand interpretation of the park's landscapes while empowering users to choose their own paths of discovery and perspectives on the past.

Although questions remain about the usefulness of a smart phone-based program if introduced tomorrow, that is not the reality. Instead, it seems likely that over the life of this plan, perhaps within the next handful of years that it will take to develop a quality program, the technological dust will begin to settle. More audiences will have ready access to smart phones and willingly use them during their visit. And the park will have new exhibits with more diverse content to highlight.

Given the promise of technology, the park should begin now to define the objectives of a village or park tour and develop an outline explaining how it could be organized effectively, keeping a close eye on park themes and audience experiences.

At the same time, staff should explore the various ways to use emerging technology and be ready to move to content development as soon as possible, confident that the input prepared will be portable enough to migrate to ever changing smart phone hardware.

According to Wikipedia, although there currently (3/4/10) is no industry standard, "a smartphone is a mobile phone offering advanced capabilities, often with PC-like functionality."

- Use the building now called the Jones Law Office for an exhibit profiling the middle-class residents of the village through Reconstruction.
- Past experience suggests that the addition of an African American living history character might be an effective way to present other perspectives on the park's themes and attract visitors to locations close to, but outside, the village core. A strategy to fund and recruit for this position would seem a logical first step to reintroduction of an effective feature of a popular program.
- Continue to use the Mariah Wright house for the park's successful summer camp.
- Develop a "tour" based on the landscape paintings of artist George Frankenstein.

The concept for this tour is simple—connect the Frankenstein paintings displayed on the second floor of the courthouse with the same vistas today—and can be accomplished in several ways. As the park explores and develops a smart phone-based program, a tour of the Frankenstein sites could be one

option, supplemented with additional information about the artist, the locations, and additional Civil War art by Frankenstein and others.

Plan, design, and write a small series of wayside exhibits that feature the paintings as a central interpretive graphic.

Prepare a full color publication that interprets not only the Frankenstein art but other Appomattox-related art as well.

Any of these interpretive solutions would make the Frankenstein paintings, now on display on the second floor of the courthouse, more accessible for visitors with physical disabilities.

- Consider ways to focus more interpretive attention on the importance of the stage road that ran through the village. Discuss the need for additional landscaping along the path of the road, creation of a walking trail along the stage road trace to the site of the Coleman House, and installation of a pull-off/vista along Gordon Lane.

- Outside the village core, on the battlefield, add a very limited number of wayside exhibits (Root's attack; Coleman House site; Confederate camps; Custer/cavalry action) and cannon (North Carolina Monument and Confederate artillery park).

- Expand the Junior Ranger program to encourage visits to locations outside the core village.



George Frankenstein landscape

## Actions That Increase Outreach to Educators, Local, & Underserved Audiences

Appomattox attracts visitors from across the nation and around the globe. Like many national parks, however, it is not uncommon to find many local residents who have not visited the park recently. Nor is it unusual to hear some say that the park has little relevance for either blacks or whites living in the 21st century.

Knowledge of the park's themes suggests otherwise, prompting staff to identify several groups as fertile ground for targeted interpretation.

### *Educators & School Groups*

During a discussion of the future for the park's educational programs, participants suggested a framework for the future.

A. The park intends to retain programs for elementary grades but tap into national interest in youth education and expand opportunities for high school students.

B. Higher ed. can be a valuable partner, particularly given the number of colleges/universities in the region.

C. Rather than a once and done elementary school experience, the park prefers to encourage educators to use the park at several stages in each student's academic progression. Potentially, the park's resources can play an important role in place-based education.

"Place-based education (PBE) immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum. PBE emphasizes learning through participation in service projects for the local school and/or community."

[www.promiseofplace.org](http://www.promiseofplace.org)

D. As a primary tenant of any expanded programming, park staff will work collaboratively with educator consumers to ensure that new materials are useful.

E. Recognizing that the delivery of educational lessons and materials is influenced by budget, standards of learning, and time constraints on teachers, the park intends to be flexible in program design. As possible, staff will continue to accommodate well-planned on-site visits and when possible send staff off-site into the schools. However, realities of time and budget suggest that more effort be invested in online educational opportunities, coordinated to match educator needs.

*The following actions are intended to encourage educators to use the park within this framework.*

- Develop a procedure that all park staff will use to assess the educational readiness and visiting expectations of groups planning to come to the park. This effort will include development of a menu of options, included on the park's website and perhaps also described in an inexpensive brochure/handout, that the park is prepared to offer educators. By sharing information, staff and educators will be better prepared to make the best use of in-park time.
- Develop and implement a program that uses traveling trunks to increase the flexibility of elementary school lessons. The trunks will include lesson plans and reproduction educational props.
- Work with local educators to develop online materials and educational activities, particularly those that encourage active rather than passive learning and exposure to other NPS units.
- Use existing contacts to reach out to other educators, in media arts

for example, to involve students in the development of new online programming

- Develop and maintain a list of educator contacts so that park information can be sent to targeted individuals who are the most likely to disseminate and use it.
- Explore the use of advanced placement high school students for research projects and the development of new interpretive/educational materials.
- Similarly, explore the use of college students/interns, Longwood University active citizenship classes for example, for similar projects.
- Work with educators to develop extra credit for visiting the park and completing curriculum-based activities.
- Expand the park's volunteer program by defining specific needs and then recruiting and training VIPs to meet those needs.

While this approach can be applied parkwide, for a variety of tasks, it is particularly important if the educational program is to expand.

- Continue to work closely with the Museum of the Confederacy as they develop their educational program. Identify ways to share educational space and develop complementary programs that make the best use of the museum's collection and facilities and the park's authentic on-site settings.

*The following actions are intended to heighten contact between the park and local residents.*

- Continue to provide living history programs, as visitation and staffing dictate, as an effective way to present the park's themes, bring the park's stories alive, and address the intangible elements crucial to understanding the legacies of park events.



- Develop and publicize a speakers bureau of both park staff and willing partners who can present on- and off-site talks on park-related themes.
- Strengthen ties with the Girl Scouts by opening dialogue on how the park can help achieve scouting goals and vice versa.

- Develop a special program for students who participate in one of the park's educational programs to bring their families back to the park when the park will offer a variety of family focused activities (still to be designed).
- Develop additional theme-related events that encourage local visitation—

encampments, living history, summer camps, military bands, and “court day” celebrations to commemorate the liveliest days of any county seat’s calendar. Videotape these special events so they can be re-used at other times and in other interpretive venues.



Encampment concert



1965 Centennial



Living history program

*The following actions are intended to help African Americans discover the relevance of the park and increase park support and visitation.*

- Open additional dialogue with the local African American community to explore existing and possible connections between the park and African American history, to solicit input on the new African American experience exhibit's contents, and to uncover more information about black history related to park themes.
- Incorporate images and topics to make the park's website more relevant to African American audiences.
- Develop school programs, for older students, that focus on local demographics during the Civil War and Reconstruction.
- Develop interpretive exhibits that explore the demographics of Appomattox County during and immediately following the war—see entry for the “new” jail.

- Design and present additional theme-related special events that will attract targeted local resident groups. Suggestions include military band performances, a Memorial Day event with luminaries, an April 9 drumming event based on African American tradition, an encampment-type event that includes US Colored Troops, a Juneteenth event that reinforces the connection between the surrender and the end of slavery.

Juneteenth commemorates the announcement of the abolition of slavery in Texas on June 19, 1865. It is one of several “emancipation” celebrations still observed.

*These actions acknowledge three apparent realities:*

- 1) There are universal stories that focus on shared experiences that reach across demographics—see Appendix 1 for a list of intangibles associated with Appomattox.
- 2) A variety of personal stories, told from multiple perspectives, are necessary to capture the full panorama of history.
- 3) Different groups invest leisure time in different types of activities, and not everyone places a premium on the traditional pilgrimage to a national park or historic site.

## **Actions That Use Emerging Technologies**

*Several action items related to technology appear in other sections, specifically:*

Use of the Internet for distribution of educational programs and interaction with educators and students.

Exploration of smart phones for a village/park tour.

Installation of an audiovisual station on the first floor of the courthouse capable to playing the primary park AV program, displaying a database of park-related soldiers and civilians, and providing programmatic accessibility to the exhibits on the second floor.

Consideration of an object theater on the first floor of the courthouse.

Development of a program that makes it possible to search unit data.

The need to upgrade existing audiovisual equipment.

## **Actions to Mark the 150th Anniversary**

### ***Taking a Long View***

Workshop participants, encouraged by the superintendent, adopted a long view of the 150th anniversary. The sesquicentennial is a valuable opportunity to reach new audiences while fine-tuning the park's interpretive programming not just for a special event over a weekend but more importantly for the next decade or more. The park intends to use the heightened interest that will accompany anniversary events to explore important themes from a variety of different and fresh perspectives and to mainstream those points of view in regularly available interpretive media.

### ***Annual Focus***

At the workshop held in August 2010, participants endorsed a thematic approach suggested by park staff. During each year leading up to the 150th anniversary of the surrender, the park will focus on a different aspect of the overall park themes.

2011 Focus—Start of the war/  
mobilization of Confederate troops

2012 Focus—Union soldiers, particularly  
African American troops and African  
American war experiences

2013 Focus—Appomattox's Confederate  
soldiers

2014 Focus—The war's impact on the  
community/home front

2015 Focus—The surrender of the Army  
of Northern Virginia and beginning  
of peace.

In 2016, the focus will shift to Reconstruction and the evolving ways that the Civil War and Appomattox have been remembered.

### ***Actions for All Years***

*The following actions (for priority order see the plan's Implementation Charts) apply to all years, 2011-2016.*

- Plan to offer special events every April and October. The April events will focus on the surrender and generally span several days including the weekend closest to the surrender anniversary. The October event, however, will correspond to the date of Railroad Festival in Appomattox and will address the focus for the year.

- Continue to sponsor a seminar at Longwood University every February\ March. Topics will be related to the annual focus.



- Invite local residents as well as other audiences to contribute stories, documents, and artifacts associated with Appomattox, particularly descendants of soldiers and Appomattox civilians.
- Offer to help with identification of family Civil War items. This will proceed in three steps: planning, public event, and display of discoveries by willing owners.
- Expand efforts to reach out the local African American community for oral histories or artifacts associated with the surrender and Reconstruction.
- Create a series of site bulletins that interpret the annual focus.
- Prepare proposals to print short interpretive booklets as sales items. Booklet topics might be an outgrowth of the annual site bulletins, supplement new interpretive media like the African American exhibit or the Frankenstein tour, provide a walking tour of the village as it looked in 1860 or during reconstruction, or encourage visitation beyond the visitor center/McLean

House (a “Ten Things to See Before You Leave” booklet).

- Develop special events rack cards that can be inexpensively produced and widely distributed. The cards will help influence visitor expectations before they arrive by providing information on the annual storylines and by summarizing activities.
- Develop a modest but climate-controlled temporary exhibit space on the first floor of the visitor center that will be used to highlight an important artifact related to annual focus. Partners with collections, particularly MOC, will be invited to loan an artifact(s) for this exhibit and be recognized for the loan. (see visitor center action items above).
- Retain close relations with MOC and continue to explore ways to coordinate interpretive activities.

- Align the park’s Junior Ranger program with the annual focus perhaps with an annual insert or by using the “trading cards” being developed for Civil War parks.
- Develop a program with local schools that prepares students to become guides for their families and for younger students.
- Work with local schools, youth, or church groups to plan and stage appropriate special events for other young audiences.
- Adjust the content of the park’s summer camp for kids to reflect the annual focus.
- Seek intern funding to assist with the camp for kids and prepare theme-related materials.

- Adjust the park's website so that information about the 150th is readily available and easy to access.
- As programs are developed, particularly living history characters and ranger talks, videotape and preserve them for reuse.
- Explore development of Roads Scholar (previously Elder Hostel) programs during the off-season. Identify a partner(s) to assist with planning and logistics.

## 2011

*In 2011, park interpretation will focus on the outbreak of war, mobilization of Confederate troops, how soldiers were recruited and supplied, who enlisted, etc. It also might introduce the impact that the beginning of the war had on the enslaved, migration to Union camps, and the North's strategies to handle slaves who freed themselves.*

- Invite local residents as well as other audiences to contribute stories, documents, and artifacts of individuals associated with Appomattox.
- Plan Longwood seminar.
- Plan anniversary programs (April 8-12) and living history weekend (April 16-17).
- Plan October living history weekend with the focus on the outbreak of the war and Appomattox in 1861.
- Complete site bulletin on the causes of the war and the village in 1861.
- Establish a partnership with a local news outlet to print a monthly column related to the Civil War. While the focus of the column will have a regional connection, it also will place local events into a broader, national context. Although park staff may provide the majority of these columns, there will be ample opportunities to recruit and work

with partners, particularly MOC, Sailors Creek, and local schools/colleges, to write columns for the series. These columns also can be posted on the park's website.

## 2012

*The annual theme will focus on Union soldiers particularly African American troops and the African Americans' war experiences. This focus is particularly appropriate because of the anniversary of the Emancipation Proclamation and formation of USCT.*

- As MOC is completed and opened, cooperative activities will be finalized and implemented.
- Plan Longwood seminar.
- Plan anniversary events (April 8-13) and living history weekend (April 14-15).
- Plan October living history events with a focus on African American soldiers in the Union army.

- Complete a site bulletin on UCST and Appomattox.

- Complete the African American exhibit currently in planning. Combine with a speaker, book signing, etc.

### 2013

*Focus on Appomattox's Confederate soldiers.*

- Plan Longwood seminar.
- Plan anniversary events (April 6-12) and living history weekend (April 13-14).
- Plan/invite Confederate units to October living history event. 2013 coincides with the 150th anniversary of Pickett's Charge in which Appomattox units participated.
- Complete site bulletin on Confederate soldiers from Appomattox.

### 2014

*Focus on the war's impact on the community/home front.*

- Plan spring symposium with Longwood.
- Plan anniversary events (April 8-13) and living history weekend (April 19-20).
- Focus on civilians for October living history event. During 1864, shortages became acute, taxes increased, and the draft expanded.
- Complete site bulletin on the landscapes of Appomattox in 1864—what did the village and surroundings look like.
- Link to partner events at MOC, Clover Hill Village, and Lynchburg, particularly the film “Hunter's Raid: The Battle for Lynchburg.”
- Link to events at Booker T. Washington National Monument.

### 2015

*Interpretation will focus on the campaign and surrender.*

- Rather than plan a single, large-scale event, park staff will focus on reaching audiences year round via smaller, more meaningful programming that has less impact on park resources.
- Plan a more extensive, higher profile spring symposium with Longwood.
- Plan anniversary events (April 8-12). In an effort to reach more audiences and limit the impact on park resources, offer a stacking of arms event several times a day. Work with other partners along Lee's Retreat to coordinate events (see Appendix 4 for a preliminary schedule).
- Plan a recurring series of living history weekends: April 11-12; June 13-14; August 8-9; and October 10-11). The August and October weekends will focus on Union occupation, provost, and Appomattox civilians.

- Work with local youth organizations to plan and host a youth symposium connected to the long term implications of the surrender.

- Work with the local African American community to research, plan, and present an event associated with oral traditions suggesting that drumming was a part of April 9 anniversaries. Or plan a similar anniversary event marking emancipation.

- Complete site bulletin on the last battle, stacking of arms, or similar story.

- Invite descendants of the McLean, Lee, Grant, etc. families to return for a scheduled anniversary event, the symposium for example.

- Plan a temporary exhibit that highlights Civil War items, photos, documents, etc. preserved by local residents.

- Plan evening events (outside only) that will appeal to travelers who might choose to stay overnight in the area. Bivouac talk or candlelight tour of the village, for example.

### 2016

*Interpretation in 2016 will introduce post-war occupation and Reconstruction and interpret ways that the end of the war, Appomattox, and Reconstruction have been viewed over time. The challenge will be to provoke thought and discussion of post-war events.*

- Plan spring symposium with Longwood

- Plan anniversary events

- Plan living history programs and ranger talks that focus on how the war has been remembered. Recruit or work with partners like the United Daughters of the Confederacy or the Sons of Confederate Veterans.

- Complete a site bulletin on how the surrender has been observed over time.



## **Research, Collection, Library Needs**

Research is required in order to accomplish some action items included in this plan.

*Projects include:*

- Gathering information on soldier and civilian African Americans at Appomattox.
- Gathering additional information about the units involved at Appomattox and linking them to current postal zip codes. This information will be used in an interactive program yet to be developed.
- Assisting with the accurate depiction of the village at the time of the surrender.

These details will be used to mark buildings now vanished, to complete a mural for the visitor, to develop the park's new film, and to prepare a smart phone tour of the village and park.

- Gathering information, specific to Appomattox, that can be used to plan and prepare a Reconstruction exhibit for the new jail.
- Observing how visitors enter the village from the parking lot and how or whether they use the entry feature that now is in place.

## Changes in Staffing & Training Needed to Implement the LRIP

*Considering the types of projects recommended in this plan and the current expertise of park staff and partners, the park needs assistance with additional staffing for the 150th anniversary events and increased visitation, with the development of electronic media, with expanding and adequately supervising the park's robust volunteer program, and with enriching the educational programming offered to educators and students. Actions include . . .*

- Offer training that helps staff put this anniversary into the context of other observations.
- Allow the park's black powder specialist to be recertified. This is critical for the living history and special events anticipated.

- Rewrite the park's request for staffing to include additional line staff for the 150th, a volunteer coordinator to properly supervise and expand the park's VIP program, and additional staff for the expansion of the park's educational and youth programs, including cooperative activities with MOC and Appomattox schools.

- Plan to provide additional training for the park's volunteer coordinator.

- Expand volunteer training to ensure that all public contact staff meet professional competencies.

- Develop a strategy to acquire additional assistance with media development. This is critical to successful completion of the

many media projects needed to bring the park to an appropriate level of non-personal service in time for the 150th anniversary and provide accessible venues for interpretation. Explore all possibilities including term appointments, interns, senior volunteers, educational partnerships, shared positions with other parks and partners, etc.

- Expand the park's use of interns, and use the park's available housing to recruit beyond the local area.

## Implementation Charts

The charts that follow parallel the narrative in Part 2—each bulleted action is included in the appropriate chart.

For a more complete explanation of each action item, readers should refer to the narrative and not depend solely on the shorthand used for the charts.

The position listed in the Who? column is responsible for initiating/tracking progress. Others will be recruited to assist.

Many actions are multi-year; some are on-going and need to be sustained over time.

For several action items, the logical first step forward is completion of a PMIS statement. For those projects that depend on undetermined funding, progress is not predictable with precision although the charts that follow do indicate target dates related to the park's planning for the 150th anniversary.

In addition to projects that require funding, other actions require additional staffing.

An annual review of the LRIP will reset these charts to reflect current conditions.

## Actions that match spaces and themes/experiences implement the LRIP

Action	Who	FY11	FY12	FY13	FY14	FY15	FY16	Future
Accessibility assessment	Chief VS	Complete as soon as funding is available						
Look at entry	Chief VS	Evaluate						
Look at alternative path to the village	Chief VS	Will be part of the accessibility assessment						
Produce new VC AV	Chief VS	Will be completed as soon as funding is available						
Begin design of VC exhibits	Chief VS	Exhibit PMIS				Target		
Look at 2nd floor light levels	Curator	X						
Keep park materials in sync with changes	Chief VS	On-going	X	X	X	X	X	
Install aftermath exhibit in tavern	Chief VS, Curator, Historian	Exhibit PMIS	Target					
Develop interactive on battle units	Curator	Exhibit PMIS	Target					
Move restoration exhibit	Chief VS, Curator, Historian	Exhibit PMIS					Target	
Develop exhibit for jail (Reconstruction)	Chief VS, Curator, Historian	Exhibit PMIS					Target	
Develop McLean ground floor exhibit	Chief VS, Curator, Historian	Exhibit PMIS			Target			
Develop slave quarter/kitchen exhibit	Chief VS, Curator, Historian		Target					



## Actions that encourage use beyond core village

Action	Who	FY11	FY12	FY13	FY14	FY15	FY16	Future
Evaluate park brochure	Chief VS		X		X			
Install mow over markers	Chief VS	Landscape PMIS			Target			
Explore use of smart phones	Chief VS	Test	Evaluate					
Develop Jones Law Office exhibit	Chief VS, Curator, Historian	Exhibit PMIS			Target			
Reinstitute Af. Am. living history	Lead Park Ranger		Target	Ongoing	X	X	X	X
Develop G. Frankenstein tour	Nat. Res., Historian	Landscape PMIS			Target			
More interpretation of stage road	Historian	Landscape PMIS				Target		
Add limited # of new waysides	Historian	Landscape PMIS				Target		
Expand Jr. Ranger to new sites	Chief VS	Ongoing	X	X	X	X	X	

## Actions for outreach, local, and underserved audiences

Action	Who	FY11	FY12	FY13	FY14	FY15	FY16	Future
Assess readiness of visiting groups	Lead Park Ranger	X	X	X	X	X	X	
Develop traveling trunks	Requires additional staffing							
Develop online materials with Appomattox students	Lead Park Ranger	Request Parks as Classroom funding						
Maintain list of ed. contacts	Lead Park Ranger	Ongoing	X	X	X	X	X	
Explore use of advanced placement students	Lead Park Ranger	X	X	X	X	X	X	
Expand use of college students	Lead Park Ranger	Ongoing	X	X	X	X	X	
Develop extra credit projects for students who visit	Lead Park Ranger	Ongoing	X	X	X	X	X	
Expand vol. program with educators	Lead Park Ranger	SOP	Ongoing	X	X	X	X	
Continue work with MOC on ed.	Lead Park Ranger	Ongoing	X	X	X	X	X	
Plan living history/theme events	See below							
Develop speakers bureau	Chief VS, Curator, Historian	Plan	Publicize					
Strengthen ties with Girl Scouts	Lead Park Ranger	X						
Develop family incentive linked ed. program	Lead Park Ranger				X			
Develop programs for older students on local families	Lead Park Ranger				X			
Tape living history & theme events	Chief VS	Ongoing	X	X	X	X	X	

*Outreach Chart* continued on page

*Outreach Chart continued from page*

Action	Who	FY11	FY12	FY13	FY14	FY15	FY16	Future
Increase dialogue with African American locals	Chief VS	Ongoing invitations and inclusion in planning						
After website to entice locals	Chief VS		X					

## 150th Actions

Action	Who	FY11	FY12	FY13	FY14	FY15	FY16	Future
<b>All Years</b>								
Offer April & October events	Chief VS	Ongoing	X	X	X	X	X	X
Offer Feb/March symposium	Historian	Ongoing	X	X	X	X	X	X
Invite locals to contribute historical information	Curator			Plan	Event	Showcase		
Create annual site bulletins	Chief VS	X	X	X	X	X	X	X
Explore short interp. booklets	Lead Park Ranger	Plan	Produce	Produce				
Develop special events rack cards	Lead Park Ranger	X	X	X	X	X	X	
Develop artifacts case in VC for special items	Curator	Exhibit PMIS				Target		
Align Jr. Ranger program with annual themes (insert or trading cards)	Lead Park Ranger		X					
Teach students to guide families and other students	See above							
Adjust summer camp to annual themes	Lead Park Ranger	X						
Videotape and preserve all living history characters	See above							
Explore partners for Roads Scholar program	Lead Park Ranger	Explore	Plan	Begin				

150th chart continued on page



150th Chart continued from page

Action	Who	FY11	FY12	FY13	FY14	FY15	FY16	Future
<b>2011 (in addition to above)</b>								
Establish partnership with local paper for column	Lead Park Ranger	Ongoing	X	X	X	X	X	
Create press packet	Chief VS	X						
<b>2012 (in addition to above)</b>								
Coordinate with MOC opening	Chief VS		X					
Plan opening for Af. Am exhibit	Chief VS		X					
<b>2013 (see above)</b>								
<b>2014 (in addition to above)</b>								
Coordinate with partners on home front events/stories	Chief VS				X			
Coordinate with BOWA events	Chief VS				X			
<b>2015 (in addition to above)</b>								
Add additional Stacking of Arms events	Chief VS					X		
Coordinate with Lee's Retreat partners	Chief VS					X		
Plan series of living history weekends	Chief VS					X		
Develop major symposium with partners	Historian					X		

150th Chart continued on page

150th Chart continued from page

Action	Who	FY11	FY12	FY13	FY14	FY15	FY16	Future
Develop Af. Am event for April	Chief VS					X		
Invite descendents back as part of larger event	Historian					X		
Plan temporary exhibit for loaned artifacts	Curator	Request items now						
Plan evening events	Requires staffing							
<b>2016 (in addition to above)</b>								
Plan living history/talks on park's history/development								

## Research, Collection, Library Needed

Action	Who	FY11	FY12	FY13	FY14	FY15	FY16	Future
Gather info. on African Americans at Appomattox	Historian	Ongoing	X	X	X	X	X	
Gather info. for interactive on soldier units	Historian		Target					
Gather info. for VC mural	Historian				Target			
Gather info for Reconstruction exhibit	Historian						Target	
Observe entry	Chief VS	X						

## Staffing & Training Needed

Action	Who	FY11	FY12	FY13	FY14	FY15	FY16	Future
Plan/offer training on Anniversary observations	Chief VS	X						
Complete black powder recertification	Lead Park Ranger		X					
Rewrite request for 150th staff, vol. coord, and ed. programming	Chief VS	X						
Schedule training for vol. coordinator	Chief VS		X					
Expand vol. training	Chief VS			X				
Develop strategy to get media assistance	Chief VS	X						
Expand intern programs	Chief VS		X					



## Tangibles & Intangibles

### *Appomattox Tangibles*

McLean House  
 Visitor Center  
 Stage Road  
 Stacking of Arms Sites  
 Appomattox River  
 Historic Structures, Outbuildings, Fences  
 Village Landscape, Viewsheds  
 Apple Tree Site  
 Battlefield  
 Lee's Headquarters Site  
 Grant's Headquarters Site  
 Confederate Campsites  
 Interpretive Media, Waysides, Signs, Exhibits, etc.

Sweeney Site  
 Cemeteries, Graves  
 Collection  
 Printing Presses  
 Parole Passes  
 General Order #9  
 Bookstore  
 Monuments  
 Artillery  
 Trails  
 Highway 24

### *Appomattox Intangibles*

Surrender, Beginning of the End  
 Beginning of Reunification, Reconciliation  
 Range of Emotions, Despair, Elation, Sadness  
 UNCERTAINTY, What's Next?  
 Lost Cause  
 Freedom, End of Slavery  
 Place of Decision, Questions Answered  
 Village Life, Village Society, Human Stories

## Centennial Strategy Goals

Anticipating the 100th anniversary of the National Park Service (2016), the Secretary of the Interior prepared a report, *The Future of America's National Parks*, and in 2006 presented it to President George W. Bush.

*That report contained the following goals:*

### ***Stewardship***

The National Park Service leads

America and the world in preserving and restoring treasured resources.

Provide inspiring, safe, and accessible places for people to enjoy.

Improve the condition of park resources and assets.

Set the standard of excellence in urban park landscape design and maintenance.

Assure that no compelling chapter in American heritage experience remains untold and that strategically important landscapes are acquired, as authorized by Congress.

Serve as the pre-eminent resource laboratory by applying excellence in science and scholarship to understand and respond to environmental changes.

Encourage children to be future conservationists.

### ***Environmental Leadership***

The National Park Service demonstrates environmental leadership to the nation.

Reduce environmental impacts of park operations.

Inspire an environmental conscience in Americans.

Engage partners, communities, and visitors in shared environmental stewardship.

### ***Recreational Experience***

National parks are superior destinations where visitors have fun, explore nature and history, find inspiration, and improve health and wellness.

Encourage collaboration among and assist park and recreation systems at every level—federal, regional, state, local—to help build an outdoor recreation network accessible to all Americans.

Establish “volun-tourism” excursions to national park for volunteers to help achieve natural and cultural resource protection goals.

Expand partnerships with schools and boys and girls associations to show how national park experiences can improve children’s lives.

Focus national, regional, and local tourism efforts to reach diverse audiences and young people and to attract visitors to lesser-known parks.

### *Education*

The National Park Service fosters exceptional learning opportunities that connect people to parks.

Cooperate with educators to provide curriculum materials, high-quality programs, and park-based and online learning.

Introduce young people and their families to national parks by using exciting media and technology.

Promote life-long learning to connect through park experiences.

Impart to every American a sense of their citizen ownership of their national parks.

### *Professional Excellence*

The National Park Service demonstrates management excellence worthy of the treasures entrusted to our care.

Be one of the top 10 places to work in America.

Use strategic planning to promote management excellence.

Promote a safety and health culture for all employees and visitors.

Model what it means to work in partnership.

Make national parks the first choice in philanthropic giving among those concerned about environmental, cultural, and recreational values.

All planning processes, including preparation of LRIPs, should consider these goals and, as appropriate, help park managers reach servicewide objectives.

## **Holding the High Ground: Interpreting the Civil War through the Sites of the National Park System**

The approaching Sesquicentennial of the American Civil War offers the current generation its most important opportunity to know, discuss, and commemorate America's greatest national crisis while at the same time exploring its enduring relevance to America of the 21st Century.

The challenge that faces the National Park Service today is huge: to convey the significance and relevance of the Civil War in all its aspects while at the same time sustaining the Service's invaluable tradition of resource-based interpretation (a concept that is at the very foundation of the National Park Service's mission).

This plan urges a broader approach to interpreting the Civil War—it seeks to have parks challenge people with ideas, challenge them to not just understand the nature and horrid expanse of the bloodshed, but the reasons for it.

This plan recognizes that NPS sites relating to the Civil War are more varied than simply battle sites. Rather, battles had implications far beyond the battlefields. Men (and even a few women) didn't just fight; they fought for reasons—some of them personal, some of them political. The sacrifices of those men had profound meaning and implications for an entire society. This plan expands the accepted definition of what constitutes a Civil War site and proposes a more nuanced approach to interpretation—one that goes beyond stereotypes toward a clearer (though more complex) understanding of the war.

### **A First Step: Re-Defining a "Civil War Site"**

For the public to view the Civil War as more than a succession of battles and campaigns, the nation (and therefore the National Park Service) must expand its definition of Civil War site to go beyond battlefields.

### **A Second Step: Acknowledging Differing Perspectives of the Wartime Experience and the War's Meaning**

As it moves forward with this initiative, the NPS will give voice to observers and participants with differing, relevant perspectives on key events and places. Such an approach will enhance rather than diminish the perceived significance and relevance of events both military and not.



### A Third Step: Establishing a Thematic Context for Interpreting the Civil War Through the Sites of the National Park System

For the National Park Service to expand its interpretation beyond traditional bounds, it needs to be guided by strong thematic statements that are both grounded in solid scholarship and reflective of differing perspectives of the war and its meaning.

### Fourth Step: Establish Goals for the Visitor Experience

#### *Actions*

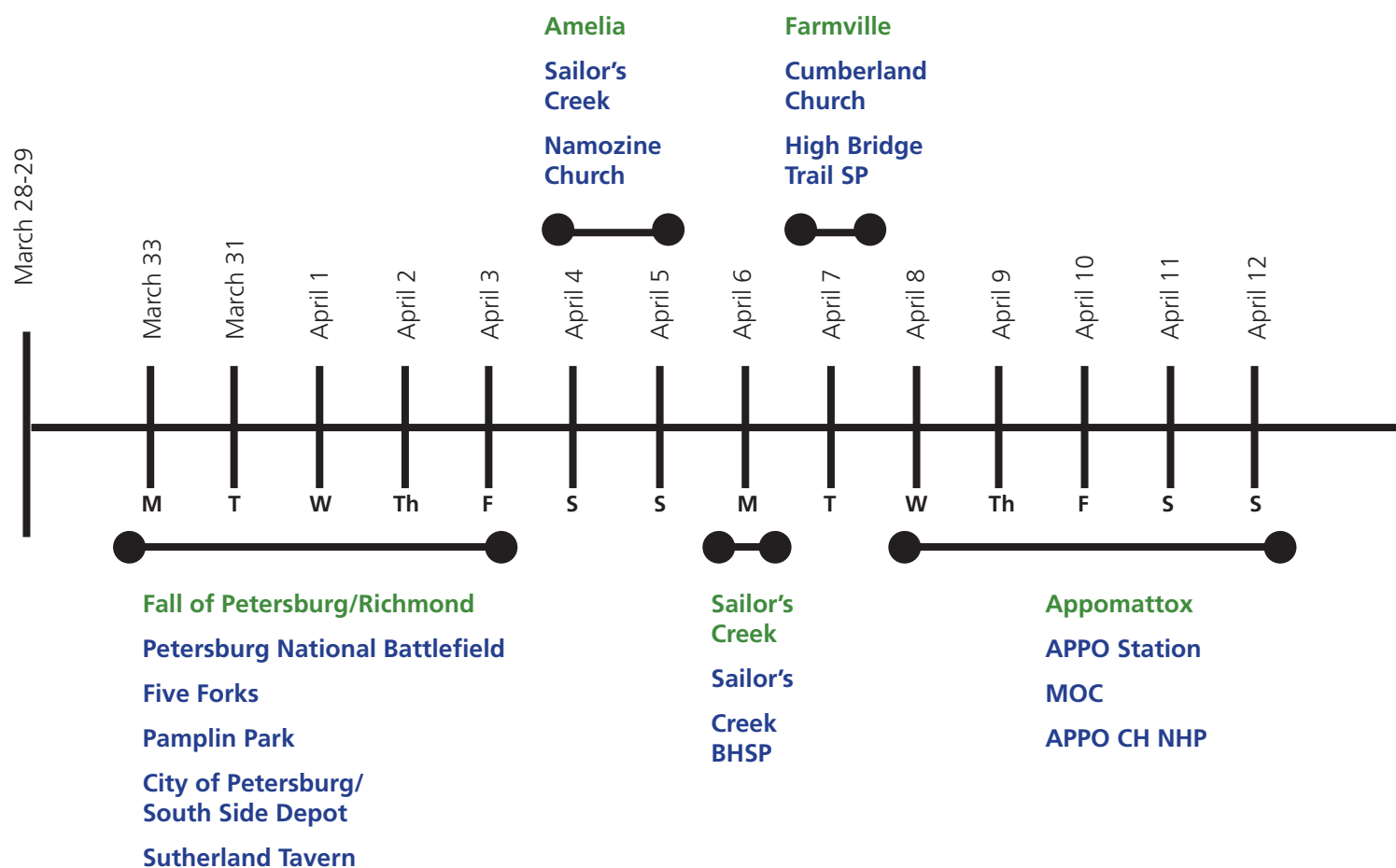
The program will involve four closely related but distinct tracks calculated to spur tourism and interest in the American Civil War.

- Upgrade of On-Site Media and Interpretation
- Personal Services/Education/Special Events
- Beyond the Parks: Education and Interpretation Through the National Media and Internet

# Timeline Proposal

## 150th CW Sesquicentennial

### 2015



## Participants

Chris Bingham, Seasonal Interpreter,  
Appomattox Court House National  
Historical Park

Josie Butler, Teacher, Appomattox High  
School

Chris Calkins, Park Manager, Sailors  
Creek Battlefield

Milton L. Chambers, Business Manager,  
Carver-Price Legacy Museum, Carver-  
Price Alumni Association

Dr. David Coles, Associate Professor &  
Chair, Department of History, Political  
Science, and Philosophy, Longwood  
University

Buddy Conner, President, Appomattox  
Historical Society

Anne Dixon, Director, Appomattox  
County Parks, Recreation, & Tourism,  
Appomattox County

Bert Dunkerly, Park Ranger, Appomattox  
Court House National Historical Park

Brian Eick, Natural Resource Manager,  
Appomattox Court House National  
Historical Park

Rachel Greenhoe, Intern, Appomattox  
Court House National Historical Park

John Guss, Site Manager, Bennett Place  
State Historic Site

Betsy Haynes, Park Ranger, Booker T.  
Washington National Monument

Alyssa Holland, Volunteer Coordinator/  
Interpreter, Appomattox Court House  
National Historical Park

Reed Johnson, Superintendent,  
Appomattox Court House National  
Historical Park

Walter Krug, Director, Central Virginia  
Community College (CVCC)--  
Appomattox

Pete Lester, Teacher, Appomattox  
High School

Linda Lipscomb, Director of  
Administration/Retail Sales, Museum  
of the Confederacy

Mary Mallen, Interpretive Planner/  
Contracting Officer's Representative,  
Harpers Ferry Center

Beckie Nix, Director, Lynchburg  
Regional Convention & Visitors Bureau

Ernie Price, Chief of Education & Visitor  
Services, Appomattox Court House  
National Historical Park

Waite Rawls, President, Museum of  
the Confederacy

## Participants, continued

David Richardson, Administrative Assistant, Appomattox Court House National Historical Park

David Ruth, Superintendent, Richmond National Battlefield Park

Patrick Schroeder, Historian, Appomattox Court House National Historical Park

Sebastian Selig, Intern, Appomattox Court House National Historical Park

Will Simmons, Director of Tourism, Town of Appomattox

Robin Snyder, Volunteer & Youth Programs Coordinator, National Park Service

John Spencer, Assistant County Administrator, Appomattox County

Greg Starbuck, Director, Historic Sandusky

Margaret Voorhees, Teacher, Appomattox High School

Carla Whitfield, Superintendent, Booker T. Washington National Monument

Brent Ward, Principle, Riggs Ward Design

Joe Williams, Curator & Chief of Museum Services, Appomattox Court House National Historical Park

Ron Thomson, Compass, Facilitator/Writer

Riggs Ward Design, Document Layout







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